

TERRITORIAL FACILITATION: A ONE WEEK TRAINING COURSE



**Food and Agriculture Organization
of the United Nations**

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Abbreviations

CFJJ	Juridical and Judicial Training Centre, Maputo, Mozambique
CFS	UN Committee on World Food Security
EC	European Commission
FAO	Food and Agriculture Organization
PLUD	Participatory Land Use Development
PLUP	Participatory Land Use Planning
PNTD	Participatory and Negotiated Territorial Development
IGETI	Improving Gender Equity in Territorial Issues
SARD	Sustainable Agriculture and Rural Development
SEAGA	Socio-Economic and Gender Analysis
TFT	Territorial Facilitation Team
VGGT	Voluntary Guidelines for the Responsible Governance of Tenure of Land, Fisheries, and Forests in the Context of National Food Security

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Introduction

There is increasing evidence that natural resources, land and water in particular, are rapidly shrinking¹ and this combines with an increasing demographic trends as well as with more competitive claims for these resources by a variety of agricultural and non agricultural actors. Whilst the lack of adequate and secure access to land and other natural resources by food insecure and marginalized people is one of the critical aspects of hunger and poverty in the world, there is also a critical dimension related to the planned use and management of the resources that needs to be tackled with an equity orientation focus. This is because equity orientation is one of the critical aspects of hunger and inequality in the world.

To foster equity, the critical point to be addressed is the increasing asymmetries of power amongst different actors acting at different scales. A negotiated and inclusive approach to these territories does represent a possible way to address these issues.

This document builds on the contents of some previous work done by FAO at normative and field level and aims at contribute to the implementation phase of the Voluntary Guidelines for the Responsible Governance of Tenure of Land, Fisheries, and Forests in the Context of National Food Security (VGGT) program.

The VGGT were drafted through a process of multi-stakeholder consultations endorsed by the inter-governmental UN Committee on World Food Security (CFS) in 2012. The VGGT focus on States as the primary agents for their implementation. Nevertheless, they recall that reforming land rights, securing tenure and resolving land disputes involves many stakeholders, from government agencies, to investors of different kinds, to local community members and civil society organizations.

The VGGT do represent an initial critical step in the process of improving the overall governance of natural resources. Whilst being centred into the “tenure” dimension, however some aspects of the planning have been initially considered.

Regulated spatial planning affects tenure rights by legally constraining their use. States should conduct regulated spatial planning, and monitor and enforce compliance with those plans, including balanced and sustainable territorial development, in a way that promotes the objectives of these Guidelines. In this regard, spatial planning should reconcile and harmonize different objectives of the use of land, fisheries and forests. (20.1.)

States should develop through consultation and participation, and publicize, gender-sensitive policies and laws on regulated spatial planning.

Where appropriate, formal planning systems should consider methods of planning and territorial development used by indigenous peoples and other communities with customary tenure systems, and decision-making processes within those communities. (20.2)

States should ensure that regulated spatial planning is conducted in a manner that recognizes the interconnected relationships between land, fisheries and forests and their uses, including the gendered aspects of their uses. States should strive towards reconciling and prioritizing public, community and private interests and accommodate the requirements for various uses, such as rural, agricultural, nomadic, urban and environmental.

¹ FAO.2011. *The State of the World's Land and Water Resources for Food and Agriculture (SOLAW)*. Rome.

Spatial planning should consider all tenure rights, including overlapping and periodic rights. Appropriate risk assessments for spatial planning should be required. National, regional and local spatial plans should be coordinated. (20.3)

States should ensure that there is wide public participation in the development of planning proposals and the review of draft spatial plans to ensure that priorities and interests of communities, including indigenous peoples and food-producing communities, are reflected. Where necessary, communities should be provided with support during the planning process. Implementing agencies should disclose how public input from participation was reflected in the final spatial plans. States should endeavour to prevent corruption by establishing safeguards against improper use of spatial planning powers, particularly regarding changes to regulated use. Implementing agencies should report on results of compliance monitoring. (20.4)

Spatial planning should take duly into account the need to promote diversified sustainable management of land, fisheries and forests, including agro-ecological approaches and sustainable intensification, and to meet the challenges of climate change and food security. (20.5).

It is along these lines of work that FAO has been elaborating, testing and implementing a negotiated approach to territorial development (PNTD²) and more recently an updated version with a stronger focus on gender dimension: Improving Gender Equity in Territorial Issues (IGETI)³. One critical figure to stimulate these process of territorial dialogue and negotiation is represented by the Facilitation team. This Working Paper, together with the number 4⁴ indicates some concrete elements about this new professional figure and how it operates. In particular, this document proposes a one week training course in order to familiarize practitioners, development officers from decentralized government institutions, NGOs and CSOs, with the basic skills that are need to undertake these tasks.

These modules do represent a key element in the promotion of social justice, gender equality and economic development that will benefit not just men or women, but the whole society.

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Land and Water Division

² FAO. 2005. *An approach to rural development. Participatory and Negotiated Territorial Development*. Rome.

³ FAO. 2012. *Improving Gender Equity in Territorial Issues*. Rome.

⁴ FAO. 2013. *La Facilitation pour la gouvernance territoriale*. Rome.

1. Training Course presentation

The training material presented here should clearly be tailored *ad hoc* on the basis of geographical context and learners needs,

This Working Paper provides a guide to the realization of a training course for Territorial Facilitators. It is based on FAO Participatory and Negotiated Territorial Development (PNTD) and on Integrating Gender Equity in Territorial Issues (IGETI). Suggestions and proposals have also been drawn from previous work done through several projects and training experiences.⁵ It highlights the skills, the function and the knowledge that a Territorial Facilitator should acquire, and provide practical examples driven from field projects. The publication contains the objectives of the course, the structure, and describes the activities suggested for facilitating the learning process.

The goal of the course is to offer participants a way to come closer to the principles of territorial negotiation, through their personal visions and experiences. The aim is to build the methodological bases together, so that the PNTD/IGETI “will be born within the participants”, and it won’t be seen as an external suggestion.

This training proposal should be seen in connection with the Paralegal Training Programme implemented in Mozambique by the Juridical and Judicial Training Centre (CFJJ) of the Ministry of Justice with FAO’s support.⁶ This programme was designed in 2006, in reply to the challenge of bringing legal education for the rural people in Mozambique, who account for almost 70 percent of that country’s population. Over the years, this training programme was further developed and strengthened. During the last four years a reinforced gender component was designed and implemented.

The course targets professionals from the field, like technicians or local administrators, who wish to learn the PNTD / IGETI approach to apply it in their professional life.

Training as an opportunity to overcome prejudice and to change

In the pedagogical field it’s crucial to create a flexible atmosphere in-which to reconsider the traditional analytical method and to release individuals and groups from the standards presented by the traditional development indicators, which are usually rigid and outdated juridical rules, top-down, centralized and often prejudicial methodologies.

The point is to adopt a pedagogical attitude able to increase, from the beginning, a capacity building process that strengthens each individual’s experience as well as prepare individuals to be able to adapt their training to a variety of environments and situations.

In order to create a new opportunity for institutional updating and to provide development skills, it is crucial to use a broadminded and flexible pedagogy⁷, with no imposition, preconception or conventional point of reference whatsoever.

⁵ For more details see: Annex 2 – Case studies and FAO. 2013. *Participatory Land Use Planning Workshop Proceedings (PLUP)*. Rome.

⁶ See FAO-CFJJ. 2012. *Recursos Naturais, Ambiente e Desenvolvimento – Guia Pedagógico para Formadores de Paralegais*.

⁷ Freire, P. 1975. *Pedagogia do oprimido*. Rio de Janeiro, Brazil, Paz e Terra.

It is very important for the participants to “learn a method”, just as much as to meditate all together and to come out of the course deeply convinced that the method of dialogue, negotiation and respect towards others is the constituent of a new vision of development.

We point out what follows in order to promote a wider understanding of the PNTD/IGETI methodology:

A. The PNTD/IGETI methodology, as it has been carried out until now, is founded on a process separated into different phases. The phases and tools that have been suggested will be adapted according to the different national and local situations.

B. The Territorial Facilitation Team (TFT) tasks and areas of expertise will in-turn be adapted to the institutional and socioeconomic background of the different Countries in-which they are being applied by the Facilitator.

Training paths

The participants will learn together while passing through **five different training paths: comparing, choosing, listening, writing, simulating.**

- **Comparing.** Texts, reports of experiences and witnesses will be provided. The stakeholders will compare concepts, definitions and terminologies. From the very beginning, they will discuss a variety of concepts (development, dialogue, territory, centralized and decentralized approach). Comparing will help in two ways:

In the first place, it will help to develop a training on diversity. This component supports analysis skill development for considering benefits of diversity, confronting prejudice and bias, and promoting tolerance of differences related to culture/religion/race/gender/class etc. From the beginning, the discussion on the diverse concepts and on the terminology will highlight the difference perspectives of the participants. The participants will be encouraged to find new ways of understanding perspective, communication, and dialogue, so that they will gradually be develop shared concepts and definitions of these issues related to diversity.

Secondly, as the assessment will be mainly based on comparison, the analysis and comparison exercise will help develop a spirit of openness and modesty, by emphasizing the benefits of learning from other people’s experience. The participants will therefore also learn from the assessment by analysing other people’s participation and work in the exercise as well.

- **Choosing.** At the core of a modest approach to development (opposite to display and arrogance), and apart from the learning from personal experiences, lies the selection of areas, problems, goals, actors and indicators. The participants will be requested to list, select and point out, by speaking and writing, various scenes/alternatives and to reach by consensus, a few useful and important elements of a project. This selection exercise will challenge the participants to place themselves “in-the-shoes” of others, and ask them to consider projects from multiple perspectives different from their own. This component builds upon the diversity/comparison component above, by asking participants to consider how and why they think they make their selection and whether/how personal bias affects decision-making. Finally, this exercise will provide participants (and the trainers) with an initial attempt at group consensus-building group, before this concept is discussed by the trainers.

- **Listening.** The participants will be confronted with frontal lectures carried out by the trainers in collaboration with witnesses that will put concrete cases before them. (see **Annex 2 - Cases**).
- **Writing.** The participants will be requested to write since the beginning: comments, lists, selections, individual and collective exercises, definitions, problem trees.
- **Simulating.** A role play set in a controversial situation (an example is supplied in **Annex 1 – Role play**) will be organized in order to expose the participants to the difficulties they could run into while promoting negotiations in real life, and to stimulate their creativity and flexibility in the approach. Moreover, a formulation path of a common project will be arranged to expose the participants to a common and flexible formulation situation, using the Project Cycle Management.

Participatory training

The training is inclusive and participatory because learning occurs through the active engagement of the participants. It is a “training” because the primary focus is on what additional expertise and knowledge the participant is able to take away from the learning experience. Participatory training means that the learning methods and course content are centred on the needs and interests of the participants. This training is different from conventional teaching. In participatory training the trainer structures and supports group learning, while participants develop a range of strategies, tools and methods for answering questions.⁸

Training that aspires to promote stakeholder involvement in territorial development must use inclusive methods in its design, context and conduct. It should:

- Bring about changes in attitudes, behaviour and functioning of various governmental and non-governmental development officers through a change in their perception of the abilities and needs of rural people.
- Bring about changes in attitudes and behaviour of participants in order to support rural people through empowerment by a) arming them with the information to take right decisions, and b) equipping them with the skills/means to implement these.
- Be need-based, a continuous process, an integral part of any development strategy and include institutional development.
- Be able to measure progress against identified key indicators and goals. The trainer should judiciously assume the role of a facilitator or catalyst, facilitating the participants to effectively use their knowledge, skills and experience for solving development problems.⁹

⁸FAO. 2012. *Collaborative Conflict management for enhanced national forest programmes (Training course)*. Rome.

⁹FAO. 2003. *A handbook for trainers on participatory local development: The Panchayati Raj model in India*. Bangkok, Thailand (available at <http://www.fao.org/docrep/006/ad346e/ad346e00.htm>).

2. Tasks and skills for the Territorial Facilitation Team (TFT)

The Territorial Facilitation Team (TFT)

A Territorial Facilitator is the promoter of the PNTD/IGETI method. The term “facilitator” was chosen to define the new professional profile that in the last years has been playing a more and more important role in development backgrounds. The Territorial Facilitator, even if described as an individual, is not a single person, but a multidisciplinary team whose composition changes according to necessities. For this reasons in the document we will refer to the Territorial Facilitation Team (TFT).

The TFT acts as a facilitator and “honest broker” during the whole process, which is based on dialogue, capacity development, and negotiation. It is its task to stimulate social dialogue with the goal to find common ground, and hopefully build consensus, to address different actors’ interests, visions, and conflicts. External support plays a key role in the identification, analysis and provision of coherent information on local problem areas.

The TFT is a traveller; a traveller towards others and oneself; therefore its fellow travellers are communication and relationships. These, and other eternally recurrent questions, are two crucial human problems and, just like all the others big issues of life, they will never be conclusively solved.¹⁰

The tasks and basic skills necessary for the process of territorial negotiation are, by definition, multiple, dynamic, and unsettled. This means that even if the basic skills concern natural resources (access, use and managing of the land, waters, etc) territorial negotiation could in fact start from other matters such as health issues, education problems, or others. Therefore it is necessary to have a systemic vision and the communication skills to be able reach and connect with experts of the specific areas of interest. These skills must also be adaptable in order to be able to change during the course of the process. For example, in the beginning of the process there may be a need for intellectual capability to understand the territorial system of the area of interest, together with an analytical ability of the actors. But later in the process the Territorial Facilitator may need a different skill-set such as emotional empathy and communication skills in order to initiate the negotiation among the territory’s stakeholders. Furthermore, towards the end of the process different skills will be needed to transform a potential stakeholder agreement into concrete actions, and an ability to formulate specific contributions and potential projects (“traditional” interventional ways of the cooperation agencies, and, to a higher level, planning and political methods).

To summarize, we can categorize these tasks and skills together in three progressive groups:

- **Tasks:**

- Support in the diffusion of information.
- Support in stakeholder outreach.
- Support in dialogue and mediation.
- Support in the participatory management of the initiatives (projects, programs and/or policies).

¹⁰ Regni, R. 2003. *Viaggio verso l'altro*. Roma, Italia, Armando Editore.

- ***Skills:***

- Natural resources and agrarian systems;
- Dialogue and mediation;
- Participatory management of the initiatives (projects, programs and/or policies);
- Conflict resolution.

Details concerning tasks can be found in: FAO. 2013 Développement Territorial Participatif et Négocié – La Facilitation pour la gouvernance territoriale.¹¹

Details concerning the tools supplied during the course can be found in FAO. 2006. Toolkit for the application of Participatory and Negotiated Territorial Development in transborder zones.¹²

The four tasks

a. Support in the diffusion of information

- Information on rights and tasks. Is very important to explain to the interested parties the functioning, norms and regulations of the services, bonds and limits of the performances, to illustrate juridical and penal laws, protected rights and sanctions established by the law.
- Information on logic, codes, customs and norms to which the local actors refer.
- Creating a learning atmosphere. The Facilitator organizes materials background and fosters a learning environment that is favourable to the learning process. Furthermore, the TFT makes sure that the whole emotional atmosphere of the learning session is pleasant and friendly, rather than hostile and stressful.
- The TFT should also be aware that the results of the critical analysis and of the group experimentations should bring benefits to the whole community.¹³

b. Support in stakeholder outreach/inclusion

- The TFT should be able to analyse which actors, voices, and perspectives, that are relevant to the issue being negotiated (if any), are not present or represented in the dialog process. The absence of relevant actors, particularly of marginalized groups, should be raised by the Facilitator and the issue addressed by the participants involved in the negotiation process. Further action, such as inviting a representative of the under-represented group(s) to the negotiation process, will be highly dependent on the context.

c. Support in dialogue and mediation

- Cultural linguistic interpretation, meaning the ability to decode the cultural codes of the parties participating in the dialogue process, and codes that lie under the verbal and

¹¹ Document available at <http://www.fao.org/docrep/018/mi008f/mi008f.pdf> .

¹² Document available at http://www.fao.org/sd/dim_pe2/pe2_061102_en.htm .

¹³ FAO.2006. *Information and communication for natural resource management in agriculture, a training source book*. Rome.

- nonverbal language, including emotions, experiences, values, and models of social organization.
- Being side by side with the actors during the mediation process.
- Support in dialogue. An active listening, that is verbal or nonverbal action showing involvement, interest, a welcoming attitude and acceptance of the interlocutor's expression. Definition of the meaning of the interlocutor's action, in order to clarify its effects and to carry out a monitoring action that is useful to one's own understanding. Appreciation of the interlocutor's action, specifically avoiding judgements and critical notes that would isolate him/her, and, in doing so, positively connoting it.

d. Support in the participatory initiatives management (projects, programs and/or policies)

The TFT should be able to recognize the specific situation and the conditions of their workplace, to be able to offer its assistance during the diverse phases of the development process (projects, programs and strategies):

- Support in the joint definition of the interested parties. Analysis of the background, identification and selection of problems and strategies, identification of the intervention policy, of the resources and the ability factors.
- The TFT will support the application of participatory methodologies and techniques wishing to involve the parties in the phases of relevance, efficiency, effectiveness, impact and feasibility of the operation.

The four areas of expertise¹⁴

- a. *Natural resources and agrarian systems*
- b. *Dialogue and mediation*
- c. *Project Cycle Management*
- d. *Conflict resolution*

- a. *Natural resources and agrarian systems*

The TFT will have to be qualified in the following areas:

- Land systems
- Natural resources management
- Rural development
- Decentralization

- b. *Dialogue and mediation*

In reference to the parties, the TFT will have to be qualified in the following areas:

- Listening and communication skills (to know how to make questions, to reopen a dialogue, to read nonverbal language).
- Command of the interpreters techniques.
- Ability to work in a team.
- To know how to create documents and informational texts, to draw up a report.

¹⁴ FAO.2013. *Participatory Land Use Planning Workshop Proceedings (PLUP)*. Rome.

- Command of intercultural communication techniques, ability to decode cultural codes, understanding of incomprehension and misunderstandings.

On these foundations, the TFT will be able to create the opportunity to make remarks about communication and to manage the conflicts emerging from the active attendance of the interlocutors. The ability to dialogue, indeed, can on one side establish the favourable conditions for an active attendance, letting diversities and thus conflicts to come out; on the other enables the handling of these conflicts and diversities.

The basic verbs of facilitation, which should make part of the formative dialogic assets, are: to promote, to listen, to verify, to appreciate, to formulate, to narrate.

c. Project cycle management

The Facilitator Team should have the following expertises:

- Logic framework.
- Gender analysis.
- Feasibility analysis.
- Participatory techniques of the Project Cycle Management.

d. Conflict resolution

The Facilitator Team will have an understanding of basic conflict resolution techniques in-order to effectively mediate participants with differing and conflicting opinions throughout the dialogue and negotiation process.

3. Training course preparation and organization

The trainer

The trainer of the course is confident with the PNTD/IGETI approach, teaches it both through the direct teaching, during sessions, and through indirect teaching. He/she is an example for participants both during sessions and in side-moments and “inspires” them, supporting the acquisition of the right approach for becoming a Territorial Facilitator.

The trainer analyses the participants, the interactions between them and the context in which the course takes place. He/she is aware of the particular interests and needs of each one and its background, and encourages them to express their point of view, their critics and their contributions. The trainer makes each participant feel protagonist of the experience; trainees are encouraged to emotionally contribute to the construction of the course, to build together the PNTD/IGETI approach, to make it their own.

When preparing the Training Course, the Trainer must answer these questions regarding the context in which the course will take place, in order to calibrate the contents of the course according to the effective needs.

- where training is needed?
- who needs training?
- who will organize the training?
- where will it be organized?
- what will be the content of training?
- what skills and knowledge are needed?
- are requisite training facilities available?
- are resource persons trainers (nationals, internationals?) of requisite calibre available?

The training course

The training course, articulated in an eight day full-immersion programme¹⁵, offers four sessions each day, and several evening activities. Sessions and evening activities will be structured to provide both knowledge about the PNTD/IGETI and their tools, communication skills and activities to share information and to practice the learned instruments. Sessions will be performed in a manner that facilitates team work and a relaxed environment.

Sessions (S) and Evening (E) Activities

Sessions introducing the PNTD/IGETI:

- Shared concepts and definitions (session 2)
- Programme course and Territorial governance (session 3)
- PNTD/IGETI Principles (session 4)

¹⁵ This proposed duration is not written on the stones. Much will depend on concrete and specific local problems to be addressed.

Sessions about PNTD methodology:

- Phase 0: Intervention Logic. (session 5)
- PNTD 1: Views (sessions 6,7,8,9)
- PNTD 2: Horizons (sessions 12,16,14,15)
- PNTD 3: Negotiation (sessions 18,19,20,21)
- PNTD 4 & 5: Social Territorial Pact & Realization of the Social Territorial Pact (session 22)
- PNTD 6: Monitoring and Evaluation & Project Cycle Management (session 23)
- Sessions providing insights on specific topics:
 - Gender issues (SEAGA/IGETI) (sessions 10,11)
 - Conflict Management (sessions 16,17 and evening act. 4)

According to the context and participant's needs, the course can provide insights on how to deal with specific target groups as Indigenous People, Pastoral communities, Internally Displaced Peoples issues, etc.

Evening activities

- Participants' presentation and Ice-breaking (session 1)
- Participant's agreement (evening act. 1)
- Role plays (evening act. 2,3,5 and session 24)
- Social events

Building a familiar, relaxed environment

There are many reasons to create a relaxed environment. Firstly, being at ease and confident facilitates the learning process and helps creating a positive attitude. Secondly, having a good experience while learning new skills will leave a good memory of the training and, luckily, some enthusiasm, once participants will be returned to their offices. It is important to associate a good feeling to the training experience: by these means what learned during the course will be more likely to influence the future behaviour of the participants.

Thirdly, a participatory training course sees the **positive example**, and the **learning by doing**, as a main teaching instrument. Given that the contents of the course target people who have to work in conflict contexts, showing some ways to create an environment open to dialogue and peaceful confrontation is a first, implicit, objective of the training course.

To create a relaxed environment, some tips are provided:

- **Invitation to share.** Before the arrival, participants will be invited to bring with them something from their area: something to eat or to drink, some music (recorded or an instrument to play it), some readings, some images, or anything else to be shared between participants, during the week.
- **Personalize.** Participant will be invited to chose and personalize their course stationery.
- **Ice-breaking games.** At the very beginning of the course trainers will invite participants to make some simple game that need cooperation and create a relaxed environment.
- **Social dinner and aperitifs.** A part of the first and last evenings will be dedicated to social events. Some live music, or other simple entertainments will be organized.

Session's Structure

Each session lasts about 1 hour and 45 minutes, whereas the evening activities will last 1 hour and 30 minutes.

Participant will be sitting in an open circle, the trainers will stay among participants, or standing at the flipchart. When possible, materials and images will be put in the middle of the circle to facilitate the interaction between participants and trainers.

At the beginning of the session, the trainer will give participants the title of the sessions and ask them to note a personal goal, or doubt that they want to achieve, or clarify, during the session. It will stimulate participants to take an active role in the activity and facilitate the learning.

At the end of each session the Trainer will ask the participants to choose three key words or sentences summarizing the content of the session. During the next session a volunteer will briefly resume the previous session by explaining the three key words or sentences.

The Role Play

The Role Play is divided in four parts, the three first will be held during the evening activities, the last during the last session.

Each part of the game will be focused on the topic that have been assessed during the day activities so that participants will try to translate in the game the tools and principles they learned the same day, trying to correct or meliorate their character's behaviour.

Simulating territory dynamics will help the participants to make comparisons, and find out possible mistakes in actor's behaviour.

At the end of each part of the game, participants will produce a document (they will decide the form) describing the situation of the simulation, and their character's opinion and position.

Time table

	8.30 - 10.15		10.45 - 12.30	Lunch	14.00 - 15.45		16.15 - 18.00	Dinner	21.00 - 22.30
Day 1	-		-		-		(S1) arrival - presentation and Ice-breaking		(E1) participant's agreement
Day 2	(S2) Shared concept and definitions		(S3) Course programme – Territorial governance		(S4) PNDT principles		(S5) PNTD phases & PNTD 0: intervention's logic		Free evening (possible Case studies to be proposed and presented by participants)
Day 3	(S6) PNTD 1-Views A stakeholders' analysis		(S7) PNTD 1- Views B: - Land System - NR management evolution		(S8) PNTD 1- Views C: - Agrarian System - Actor type -Production systems		(S9) PNDT 1- Views D: - Zoning& participatory mapping		(E2) Role Play 1: Territorial analysis
Day 4	(S10) Equity orientation and Gender Issues 1		(S11) Equity orientation and Gender Issues 2		(S12) PNTD 2 Horizons A: Principles and tools		(S13) PNTD 2 Horizons B: Information and Communication		(E3) Role Play 2: Scenarios design
Day 5	(S14) PNTD 2 - Horizons C: TFT Tasks and Skills		(S15) PNTD 2 Horizons D: Dialogue mechanisms & rules		(S16) Conflict Management 1		(S17) Conflict Management 2		(E4) Conflict Management 3

Territorial Facilitation: A One Week Training Course

Day 6	(S18) PNTD 3 Negotiation A: Right based approach		(S19) PNTD3 Negotiation B: Negotiation process		(S20) PNTD 3 Negotiation C: Consensus building process		(S21) PNTD 3 Negotiation D: Management and territorial negotiation meeting		(E5) Role Play 3: Negotiation
Day 7	(S22) PNDT 4 & 5 Social Territorial Pact (STP) & STP realisation		(S23) PNDT 6: - Monitoring & Evaluation - Project Cycle Management		(S24) Role play 4: STP		(S25) Course Evaluation	Final Social Aperitif	

4. Training Course – Day by day

Day 1

S1 – participants' arrival and ice breaking

Activity One: (50') Ice breaking and acquaintance

Objectives:

- Make participants feel that they are an essential component of the group, and bring an unique contribution to the training course.
- Help participants know each other beyond the professional side.

Contents:

- Part One (20'- while entering the in room): Participants will choose their own notebook, file, pen, and name-card among a series of these objects, characterized by different colours, fantasies, pictures. A different meaning will be associated to each colour/fantasy/picture. The trainer will enter in the room only at the end of this part.
- Part Two (10'): participants will seat in a circle, and will be invited to introduce him/herself to his neighbour, saying his/her personal background and why did he/she chose those particular colours for the objects. The circle will mix up and everybody will repeat the exercise.
- Part Three (20'): participants will introduce his/her neighbour.

Activity Two: (15') ice breaking game

Objectives:

- Make participants start to collaborate.
- The trainer will point out the meaning of the game or help the participants figure it out since we are at the beginning of the training. The trainer will stress the importance of team work for the training, of listening to each other.

Contents:

- Newspaper game. Participants will have to recompose the newspaper page that the trainer will have divided in many pieces, and distributed to participants.
- At the end of the game, highlight again the importance of collaboration and dialogue, key aspects of the training and for the work of the TFT

Activity Three: (30') course presentation

Objectives:

- Show the contents of the course.

Contents:

- The trainer will show the main contents of the course, and explain the time table.

Welcoming dinner

E1 – Participant’s agreement

Objectives:

- Forster the cohesion between the group.
- Create a common set of rules and understanding between trainer and participants.

Content:

- Everybody will take their time to write what they expect from the training course, and what they offer to the course and to other participants, on a common poster.
- Everybody will take the time to read the other’s contributions, they will discuss it and then sign it.
- Trainer will remark that it will be very important that everybody participate and share his/her ideas and experiences. The success of training depends mostly on it. Trainer could only help them in learning process, but he/she’s not there to “give” them some knowledge, but to help them “building new knowledge and capacity together”.
- It’s very important that they understand it, because it will be they will work to promote development: not saying what to do, but helping people to find their way to development through dialogue.
- This idea should be re-taken often during training especially when/if trainees aren’t actively participating or demotivated.

Day 2

S2 - Shared concept and definitions

Activity One (1h)

Objective:

- Identify PNTD/IGETI's key-words: territory, territory development, bottom-up approach, participation, power asymmetries and equity, negotiation, inclusiveness, etc.
- Develop a common understanding on the key-words.
- Start to build common values shared by participants.
- Clarify the basic concepts related to land and territoriality.
- Evidence interactions and interdependences of actors and the environment in a territorial context.
- Clarify the meaning of active participation and negotiation.
- Single out principal rights and duties necessary for the realization of the negotiation.
- Explain and confront Top-down vs. bottom-up approaches to development.

Realization:

- Part one (20'). Put in the middle of the floor space some key words written on big papers (not many) and ask to move next to them forming groups, every group could try to give a definition and then discuss together. They could be some of our main keywords (land and territory, development, actors, participation and negotiation).
- Part two (20'). The trainer should help the group come to a good definition using their own words and a list of agreed key-words and definitions will be drawn up.
- Part three (20'). The trainer will mediate the group's finding and underline aspects deserving more attention and he/she will explain the main differences between a bottom-up and a top-down approach and equity orientation.

S3 – Course programme and Territorial Governance

Activity One (15')

The trainer will show the programme of the training course.

Activity Two (45')

Objectives:

- Provide a definition of governance.
- Explain what the main issues of territorial governance are.
- Translate the governance in a territorial context.
- Describe how territorial governance can affect and is affected by institutions (decentralization).
- Reflect on the role of non-institutional actors.

Content (45'):

- The Trainer will ask participants who is responsible for the decision making in a territory, write the answers in a flipchart, regroup the answers highlighting the 2 big groups that usually make up the answer: civil society and public institutions (probably *citizens* will come out too). Then try to get deeper into the concept by asking how civil society can influence decision, which tools exist to do that, which tools exist for transparency, control, purposes...Then slowly arrive to the concept of governance. Make participants understand at that point, that when we try to improve participation on decision making we're working towards improved governance.

All the following points should be reached:

- who are the actors that influence the governance?
- which institutions characterize the territory?
- how do these institutions inter-relate?
- how non-institutional actors influences the decision making at a local level or at the national level?
- which laws and decisions are applied to institutions? How?

References:

1. **Borrini-Feyerabend, G., Pimbert, M., Taghi Farvar, M., Kothari, A., Renard, Y., Jaireth, H., Murphree, M., Pattemore, V.** 2004. *Sharing Power – Learning by doing in co-management of natural resources throughout the world*. IIED, IUNC, CEESP, CMWG, Cenesta, Sida, GTZ. (available at http://cmsdata.iucn.org/downloads/sharing_power.pdf).
2. **FAO.** 2006. *Manuel de formation: comprendre, analyser, gérer un processus de décentralisation. Le modèle RED-IFO et son utilisation*. Institutions pour le développement rural, 2, Directives, Rome. English version: *FAO 2006. Understand, analyse and manage a decentralization process. The RED-IFO Model and its use, institutions for Rural Development*, Rome. Italy
3. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale*. Rome.
4. **FAO.**2013. *Participatory Land Use Planning Workshop Proceedings (PLUP)*. Rome.

S4 – PNTD/IGETI Principles

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

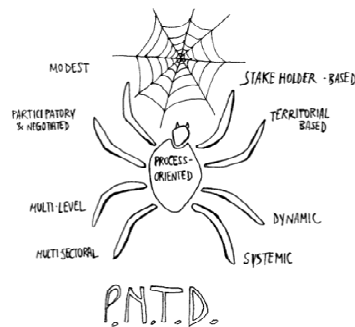
Activity Two: (1h 30') PNTD

Objectives:

- Define the PNTD/IGETI approach.
- Analyse the challenge of the PNTD approach.
- Frame the objectives of the PNTD process.
- Track the strategies of the PNTD process.
- Describe the basic characteristics of the PNTD approach.

Content:

- Part One (20'): The PNTD/IGETI will be introduced by the Trainer and listed on the flipchart.
- Part Two (15'): Participants, divided in couples, will be asked to point out a challenge and an objective of the PNTD approach and report back to the group for a short discussion.
- Part Three (10'): Participant, divided in quartet, will be asked to list possible strategies to realize the previously illustrated objectives.
- Part Four (25'): groups will report their outcomes; the Trainer will list the outcomes and explain PNTD strategies.
- Part Five (30'): using the **spider metaphor**¹⁶* the trainer will explain the PNTD characteristics.



References:

1. **FAO.** 2009. *Dialogue, Consensus and Vision – Participatory and negotiated territorial development – more than a methodology- a strategy for territorial interaction and integration.* Rome.

S5 – PNTD phases and PNTD 0: Intervention logic

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (50') PNTD phases

Objectives:

- List different development approaches.
- Underline differences between top-down and bottom-up approaches.
- Introduce the different PNTD phases.¹⁷

¹⁶ The Spider metaphor shows with the support of an image the concepts of the PNTD/IGETI approach:

- the spider's legs represent the approach's characteristics;
- the spider's body reflects the core principle of the PNTD, that is the process-oriented approach;

the web represents the expected results of the process: the PNTD/IGETI approach aims to restore the dialogue, build connections between different actors of the territory, create a flexible but resistant base for future agreements and debates.

¹⁷ It should be recalled that this approach is flexible. The proposed phases do not necessarily need to be strictly followed. Sometimes this is not possible due to time constraints, lack of funds, and other reasons.

Content:

- Part One (15'): The Trainer will ask to 2 or 3 participants to tell the group past experiences in natural resources development projects.
- Part Two (15'): The Trainer will ask participants to single out the main characteristics of these approaches. On the basis of what explained in S2, participants will be invited to categorize the described approaches under a bottom-up or a top-down approach.
- Part Three (10'): The Trainer will introduce the 6 PNTD phases.
- Part four (10'): The Trainer will ask participants to confront the described approaches with the PNTD.

References:

1. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

Activity Three: (1h 5') PNTD Phase 0

Tips: Given that we are still at the beginning of the training, and probably some of the participants are still not confident enough to speak up in the group, there is a risk to end up with just a few people talking and sharing ideas. It's still a good time to work in small groups.

Objectives:

- Analyze the requests for intervention.
- Analyze the reasons for an external intervention.
- Define at what level should the intervention be collocated.

Content:

- Part One (10'): The Trainer will provide participants with 3 examples of intervention's request, divide participant in 3 groups and ask every group to analyze one request.
- Part Two (10'): The trainer will ask participants to single out:
 - possible requestors;
 - reasons of the request;
 - who define the terms of the mission;
 - characteristics requestors should have.
- Part Three (25'): after groups presentation, the trainer will explain how the request can influence the output of the process, and which elements foster a good start and which Ones, on the contrary, hinder the independence of the process.
- Part Four (20'): the trainer will talk about levels of intervention.

References:

1. **FAO.** 2004. *Participatory land use development in the municipalities of Bosnia and Herzegovina. Guidelines.* Rome.
2. **FAO.** 2009. *Participatory land delimitation. An innovative development model based upon securing rights acquired through customary and other forms of occupation.* pp. 38-47. Rome.
3. **FAO.** 2012. *Addressing natural resources issues in Darfur through a Participatory and Negotiated Territorial Development approach.* Land Tenure Journal No.2. Rome.
4. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

Anticipation on session 6

Game about the importance of power

Importance of power.(30') Participants will be asked to make a competition. It's important not to say why they're doing it. They will understand later. It's important too, to ask them to participate even it's an uncommon way of working.

Trainer will divide participants in 3 groups. Group 1 will be given a bottle (with the top cut away), group 2 a plastic glass, group 3 a little a spoon. The three groups will have to fulfil a box (of the same size) with beans or grains (or something similar). They have to make in the less time possible. Obviously group 1 will win the competitions and group 3 will probably renounce.

Trainer will ask to group 2 and 3 how they felt, and why. And to everybody what was the problem in the competition. By letting them talk, trainer will be able to lead them to understand that the size of their tool is the power of actors, and, depending on it, they can easily or not reach they goals or satisfy their interests. If we want a negotiation to be equal, we need less powerful actors increase their power or control dynamics into them to avoid injustice. Shares information will be a key to do that and control of communication process too.

All these themes are to be re-taken in session 6, following day.

Day 3

S6 - PNTD 1A: Views –Stakeholders’ analysis

Activity One: (10’) Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

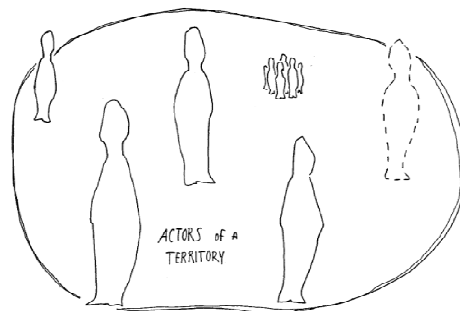
Activity Two: (1h 40’) Stakeholders’ analysis.

Objectives:

- Analyze territory actors (evident and hidden actors).
- Analyze actors’ visions, positions, interests, relations, powers, flexibility.
- Discuss about the methodology problems of the actor’s analysis.
- Understand the importance of different levels of power.

Content:

- Part One (5’): The trainer will ask participants if they ever made an actors’ analysis, and how.
- Part Two (10’): Trainer will first recall the definition of actor as per Day 1. Then he/she will ask participants to draw/write, within the border of the figures on the flipchart, the main information that a TFT should know of each territory actor.
- Part Three (15’): Trainer and participants will summarize the outcomes of the exercise.
- Part Four (15’): Trainer will ask participants to draw/write outside the border of the figures* all information about the actor’s relations with other actors, and with the environment. (remembering the game done the previous day (on the importance of power
- Part Five (15’): Trainer and participants will summarize the outcomes of the exercise.
- Part Six (40’): Trainer and participants will try to single out the main methodology problems, and explain how a stakeholder analysis should be done.



References:

1. **European Commission-Europe-Aid Co-operation Office.** March 2004. *Guidelines on Aid Delivery Methods, Volume 1: Project Cycle Management*, Brussels
2. **FAO.** 2005. *An approach to Rural Development: Participatory and Negotiated Territorial Development (PNTD)*. Rome. p.36
3. **FAO.** 2006. *Land tenure alternative conflict management*. Rome.
4. **FAO.** 2006. *SARD Project Toolkit*. p.26-29. Rome.
5. **FAO.** 2007. *Food Security information and systems. Stakeholder Analysis, annex to the lesson “improving food security information systems”*. Rome.
6. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale*. Rome.

S7 - PNTD 1B: Views – Land System and natural resources management evolution

Activity One: (10’) Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose Three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the Three sentences.

Activity Two: (40’) Land system analysis

Objectives:

- Identify the characteristics of various land systems.
- Identify the legal framework.
- Describe different roles men and women have in the creation of a land system.
- Compare traditional and modern systems.
- Individuate qualities of traditional and customary systems.

Content:

- Part One (20’): The Trainer will explain how to identify the main characteristics of land systems, and the legal framework, and which are the indicators for analysing the gender roles.
- Part Two (20’): Participants will be provided with one or two pieces of paper with written on a characteristic of the modern/traditional land system. They will be asked to collocate the characteristic and qualities of modern/traditional land system. After the exercise, the Trainer and the group will discuss the outcomes.

References:

1. **FAO.** 1999. *Guidelines for Agrarian Systems Diagnosis*. Rome.
2. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale*. Rome.
3. **Van Duivenboodenm, N.** 1997. *Land Use Systems Analysis, a Multi-Scale Methodology to Explore Options for Development of Sustainable Agricultural Production Systems*. ICRISAT, B.P. 12404, Niamey, Niger.

Activity Three: (50') Natural resources management evolution

Objectives:

- Describe the evolution of the management of various resources (water and soil, forests, sea resources).
- Individuate changes that brought closer to a decentralized management.
- Recognize different connotations of a natural resources participatory management.

Content:

- Part One (10): participants, in couples, will elaborate a set of questions and elements to evaluate the evolution of the management of natural resources (each couple will have a particular resource).
- Part Two (15): all participant will confront their results and discuss about it. The trainer will ask them to individuate elements in the management of natural resources that facilitate decentralization.
- Part Three (25): Participants in group will be asked to elaborate the main connotation of a participatory natural resource management.

References:

1. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.
2. **FAO-RLC.** 2006. *Ordenamiento territorial – una herramienta para el desarrollo rural sostenible (experiencias y aprendizajes).* Santiago, Chile.

S8 - PNTD 1C: Views – Agrarian System and Production System

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (50') Agrarian System Analysis

This activity will be better shaped according to the needs of the trainees.

Objectives:

- Analyze the main agrarian system unit: farm household.
- Analyze the gender issues and social categories of the context.
- Explore the characteristic of family farms:
 - risk management,
 - invisibility of women,
 - family reproduction cycle,
 - relationships between individuals, farm-households, the rural community.
- Analyze other types of farm.
- Group different types of actors existing on the territory.

Content:

- Part One (10): the Trainer will recall participants with the basic information about agrarian and production system.
- Part Two (15): participants, divided in groups of three, will fulfil a grill for the agrarian system analysis, according to the objectives.
- Part Three (25): the group will discuss the outputs with the Trainer, continuing together the analysis of the agrarian/production system.

References:

1. **FAO** 1999. *Guidelines for Agrarian Systems Diagnosis*. Rome.
2. **Gonzalez Mejia, H., Mora Corrales, H.** 2011. *Abordaje Metodologico para el Desarrollo Territorial Rural*. San José. Costa Rica (available at <http://www.ibcperu.org/doc/isis/15456.pdf>).

S9 - PNTD 1: Views –Zoning and Participatory Mapping

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (40') Zoning

Objectives:

- Define 'zone'.
- Define the objective of zoning: identify and localize agro-ecological and socio-economic constraints and potentialities which interfere with the dynamics of the different systems.
- Analyze different actors of a zone.

Content:

- Trainer asks participants if every part of a territory is the same, helping participants seeing what makes every different part (zone) "different". Write on the flipchart, possibly grouping items by theme (resources, production, demography, soils types, etc...), then approach the concept of *zone* and *zoning* and define it properly.
- Then trainer will briefly define the zone or the socio-territorial unit.

References:

1. **FAO** 1999. *Guidelines for Agrarian Systems Diagnosis*. Rome.
2. **FAO.** 2006. *Toolkit for the application of Participatory and Negotiated Territorial Development in trans-border zones*. Rome.

Activity Three: (1h 30') Participatory mapping and PLD

Objectives:

- Explore participatory mapping.
- Describe the Participatory Land Delimitation.

Content:

- Part One (45'): the Trainer will divide participants in 3 groups (One should be possibly only formed by women, One with men, and a mixed One) and ask to draw on a paper a social map of the training course location. They will decide what they need to report in it, then draw. Every group will present its map.
- Part Two (30'): Trainer will ask participants to talk about how was working on the map. He/she will try to make participants notice which are the difficulties they had, because people in a community will probably have similar or same problems: they are learning by doing, so they have to learn how difficult is to work this way, to be later more empathic with people they will work with. He/she will also stress on differences between maps, their meanings. It's useful to look for any important difference into male and female maps, pointing out that, when you do it in a rural community, the men/women maps as usually quite different (and that this is useful to let women be free to express their point of view).
- Part Three (15') Trainer will talk about the Participatory Land Delimitation.

References:

1. **FAO** 2009. *Participatory Land Delimitation* (available at <ftp://ftp.fao.org/docrep/fao/012/ak546e/ak546e00.pdf>).
2. **FAO** 2013. *Participatory Land Use Planning Workshops Proceedings*. (available at <http://www.fao.org/docrep/019/mi375e/mi375e.pdf>).
3. **FAO**. 2012. *A territorial Development vision oriented to indigenous peoples: a possible path*. (available at <http://www.fao.org/docrep/016/md974e/md974e.pdf>).
4. **FAO**. 2013. *Negotiating land and water use: participatory planning of resource management* (available at <http://www.fao.org/docrep/019/mi371e/mi371e.pdf>).

5. Day 4

S10 – Equity orientation and Gender Issues 1

The need for an internal/self analysis: If we really want to push the issue, we should start from ourselves. In our working environment land matter is still considered just a ‘male affair’ and in the field practitioners and NGOs staff involved on the issue continue to be mainly men. We need to invert this tendency. For instance we can insert at the beginning of the text a paragraph on the importance of having a strong gender presence among trainees (for example, minimum 40 percent of women participants).

Activity One: (10’) Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Objectives:

- Identify the concept of equity.
- Discuss the concept of gender.
- Identify the importance of gender analysis in program management.

Activities:

Activity two (55’): Gender and territorial dynamics

- Part One (20’): Trainer will present 2 or 3 proverbs that can be referred to gender (if he/she has time and enough knowledge of the country he can propose them, if not, trainer can ask participants to tell him some in the first days of training (not saying why). Proverbs would be written on a big paper and hung on the wall. Trainer will ask participants to comment them, thinking about what they can say about relations between men and women, gender, equity etc...Probably it’s something they are used to say, without thinking about it too much, so they will be surprised about how much sayings or proverbs can hide deep cultural structures. It will lead to an interesting discussion on gender and equity.
- Part Two (15’): Work in pairs: every pair will write on coloured papers the implications that gender issues have in territorial dynamics (livelihood, context, stakeholders, agriculture, food security, etc...).Trainer will collect them all asking the pairs to read what they wrote. He can put the papers all around the proverbs, grouping them by meanings.
- Part Three (20’): Trainer puts order in all the ideas with the support of the image, with a guided discussion).

Activity three (40’): Territorial analysis and gender

- Part One (15’): Divided in groups, participants will formulate at least 7 questions useful to assess the analysis of the different aspects of the territory, by an equity gender sensitive point of view.
- Part Two (15’): groups will present their work to the group and explain their choices.
- Part Three (10): general discussion.

References:

1. **Bicchieri, M.** 2013. *Communities' land rights, gender equality and rural development: Challenges and achievements in Mozambique* . FAO, Nature & Faune, Vol. 28, Issue 1. Accra. Ghana.
2. **Cenerini, C.** 2013: *The Somali challenge: Gender equality in natural resources management* . FAO, Nature & Faune Vol. 28, Issue 1. Accra. Ghana.
3. **FAO.** 2012. *Improving gender equality in territorial issues (IGETI). Integrated Guidelines.* Rome.
4. **Groppo, P. Park-Young, C., Vidar, M.,** 2013. *Improving gender equity in territorial issues when negotiating land deals.* FAO, Nature and Faune, Vol. 28, Issue 1. Accra. Ghana.
5. **ISNAR.** June 2001. *Gender Analysis for Monitoring and Evaluation: The Engendered Logframe Approach. A Training Module.*
6. **UNICEF** 2012, *Evaluation for equitable development results.* New York

S11 - Gender Issues 2

Objectives:

- Strengthen monitoring and evaluation from a equity and gender perspective.
- Learn how to apply the approach of the engendered frame.

Activities (1h30'): Strengthening gender in program

- Part One (25'): Group work

Form four groups of participants, each group electing a *rapporteur*.

Discuss your experience of including gender analysis in your program work.

Each group works on the questions assigned to it as follows:

Group A. What are the **strengths** in taking gender into account in program management? (Indicate specific procedures, if possible)

Group B. What are the **weaknesses** in taking gender into account in program management? (Indicate specific procedures, if possible)

Group C. What **opportunities** or benefits can be expected from strengthening gender analysis in program management?

Group D. What **threats** or constraints exist to improving attention paid to gender issues in program management?

Trainer should take a little time to clarify differences into strengths, weaknesses etc. In the end it should be useful to find if something is listed in the wrong part of the swot matrix.

- Part Two (45'): "Trip around the tables"

The *rapporteurs* make the "trip around the tables," spending 10 minutes at each table. (30 minutes)

After visiting the three other tables, the *rapporteurs* return to their own group and share the contributions collected during the "trip." The groups revise their statements on the basis of inputs from the *rapporteurs* and a group decision is made. (10 minutes)

The *rapporteurs* write the results on a flipchart for presentation. (5 minutes)

- Part Three (20'): Reporting and discussion

The *rapporteurs* present their groups' results to the audience. Each *rapporteur* has about five minutes to present the results.

The trainer collects the results to compile them into a 2x2 table, a copy of which will be provided to participants.

The trainer provides feedback on this exercise and closes the session.

References:

1. **ISNAR**. June 2001. *Gender Analysis for Monitoring and Evaluation: The Engendered Logframe Approach. A Training Module*.
2. **FAO**. 2012. *Improving Gender Equality in Territorial Issues (IGETI)*. Rome.

S12 - PNTD 2: Horizons – Principles and tools

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (50') Building propositions

Objectives:

- Analyze how to evaluate the diagnostic's results able to lead to coherent and real propositions.
- Describe which would be the propositions more adapted to negotiation.
- Single out elements that can grant the propositions' feasibility.

Content:

- Part One (10'): the Trainer will introduce different tools to evaluate and organize the analysis results: (the problem tree, Pair wise ranking, Venn diagram, resource maps, etc). Trainer should also point out the importance of participation in this phase too. When people know better their territory (after the diagnostic), they can help formulate better proposals.
It could be useful to discuss which instruments are better than others to be used in rural communities and why. Some others are more capable for the facilitation team, which and why?
- Part Two (15'): participants will make an exercise to use the problem tree, on the basis of a case study.
- Part Three (25'): Participant and trainer will discuss about the outcomes, and will try to single out elements that can grant the propositions' feasibility.

References:

- **FAO**. 2006. *Toolkit for the application of Participatory and Negotiated Territorial Development in trans-border zones*. Rome.
- **FAO** 2012. *Improving gender equality in territorial issues (IGETI). Integrated Guidelines*. Rome, p.35.

Activity Three: (45') Tools

Objectives:

- Experiment different tools:
 - Tool 9 Strategy selection.
 - Tool 10 Strengths, Weaknesses, Opportunities and Threats.
 - Tool 11 Logical Framework Matrix¹⁸.

Content:

- Part One (20'): the trainer will give an insight of different tools for the second PNTD phase.
- Part Two (15'): groups of participants will try to define which are the pros and cons of every tool .
- Part Three (10'): each group will report their impressions to other groups and discuss it with the trainer.
- Trainer will tell that they will experiment one tool in the role playing.

References:

1. **FAO** 2006. *Information and communication for natural resource management in agriculture, a training source book*. Rome.
2. **FAO**. 1995. *Farmer-first approaches to communication: A case study from the Philippines*. Rome.
3. **FAO**. 2006. *Toolkit for the application of Participatory and Negotiated Territorial Development in transborder zones*. Rome.
4. **Shivakoti, G., Varughese, G., Ostrom, E., Shukla, A., Thapa, G.** 1997. People and Participation in Sustainable Development. Understanding the Dynamics of Natural Resource Systems. *Sustainable Development Dept.*, 1997: 129-145.

S13 - PNTD 2: Horizons – Information and Communication

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the e next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (45'): Importance of information

Objectives:

- Understand the importance of different levels of information that stakeholders have and the influence of it on stakeholders capacity to negotiate and reach their goals.

¹⁸ See, <ftp://ftp.fao.org/docrep/fao/009/ag863e/ag863e00.pdf>.

Content:

- Part 1 (25') Trainer divide 4 groups and explain a game:
 - Every group have to go shopping with a certain amount of money (same for all).
 - They shop for the same reason, but some groups know what the shopping is for, with more or less details. Other groups don't know why.
 - They have to spend all the money and in the end shopping will be compared and participants will discuss which group did the best depending on what it was for.
 - Example:

Situation: Your daughter is getting married and you have to prepare a event to say that to relatives.

There will be 30 people and you need to prepare a lunch and a party.

People can buy in the shop: food, music, music equipment, animals, flowers, toys, agricultural tools, fertilizers, home furniture's, medicines, dresses, underwear, books, pens, party stuff, kitchen and bath furniture's, soaps and everything imaginable.

The shop will have some printed images (drawings or photos) and every ill report the price. (it can be in the common value, or invented...This will be easy so that the material could be attached to document and used wherever).

Group 1: have all information.

Group2: know only that they have to prepare lunch.

Group3: know that they have to go shopping.
- Part 2 (20'): trainer asks if it was easy or difficult to decide how to use the money, and how information was important to make decisions. He/she leads participants to understand that different actors have different levels of information, if the information is little, they may lose part of their resources by try to implement wrong strategies. Negotiation process should be precede by a moment in which all the information is shared.

Activity Three: (50') Communication for Development

Objectives:

- Illustrate the ComDev for Natural Resources Management:
 - Participatory communication and learning for natural resource management in agriculture: an overview.
 - Planning and implementing a communication program for NRM in agriculture:
 - Participatory rural communication appraisal,
 - Communication strategy design,
 - Implementation of local communication plans for NRM,
 - Participatory message and materials development,
 - Monitoring and evaluation of communication results.

Content:

- The trainer will illustrate the ComDev principles and methodology, providing selected experiences and lessons on its application to NRM.

References:

1. **Bessette, G.** 2006. *People, Land and Water. Participatory development communication for Natural Resources Management.* Earthscan, London.
2. **FAO.** 1995. *Farmer-first approaches to communication: A case study from the Philippines.* Rome.
3. **FAO.** 2004. *Communication and natural resource management. An e-forum on perspectives, principles and future directions.* Rome.
4. **FAO.** 2004. *Participatory rural communication appraisal. A handbook.* Rome.
5. **FAO.** 2006. *Information and communication for natural resource management in agriculture, a training source book.* Rome.
6. **FAO.** 2010. *Collaborative change, A communication framework for climate change adaptation and food security.* Rome.
7. **FAO.** 2014. *Communication for Rural Development Sourcebook.* Rome.
8. **Ramirez, R. and Quarry, W.** 2004. *Communication for development. A medium for innovation in natural resources management.* IDRC and FAO. Rome.

Day 5

S14 - PNTD 2: Horizons – TFT Tasks and Skills

Activity One: (10') Summary of the previous sessionContent:

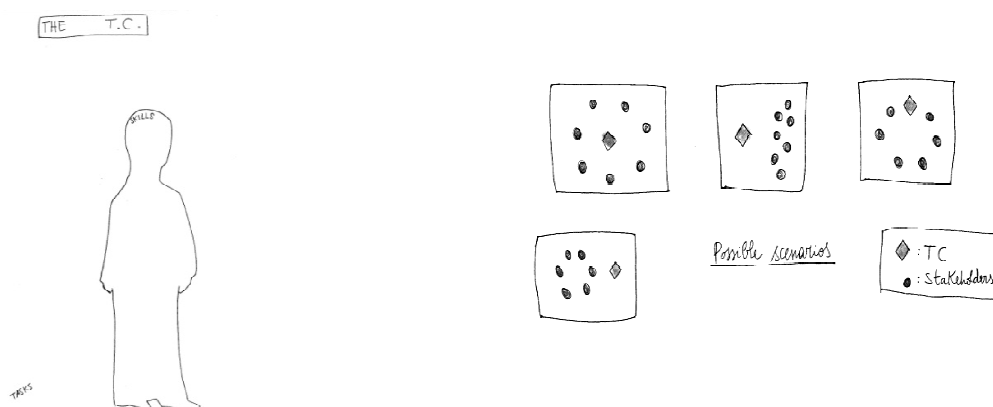
At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (1h) SkillsObjectives:

- Show main TFT Skills:
 - Natural resources and agrarian systems.
 - Dialogue and mediation.
 - Participatory management of the initiatives (projects, programs and/or policies).
 - Conflict resolution.

Content:

- Part One (20'): the Trainer will ask each participant to draw which position should take the TC in relation to the stakeholders, within the PNTD process. Ask someone to present his drawing and ask in plenary who made the same or different, until we evidence every possible scheme. Integrate this with possible alternatives they didn't draw. Discuss about the outcomes
- Part Two (20'): the Trainer will propose a brainstorming by asking participants to write in coloured papers (Two for every participants) One characteristic of the facilitator that can help communication and dialogue. On the flipchart, the trainer draws the facilitator and puts the suggestions of trainees all around, grouping by meaning (attitudes, knowledge, etc...). Trainer should insist on the importance of communication and open dialogue as well as of empowering marginalized actors.
- Part Three (20') Starting from the groups of words they said, the trainer can organize them and explain the skills of TC.



References:

1. **FAO.** 2005. *Negotiation and mediation techniques for natural resources management.* Rome.
2. **FAO.** 2006. *Toolkit for the application of Participatory and Negotiated Territorial Development in transborder zones.* Rome.
3. **FAO.** 2013. *Développement Territorial Participatif et Négocié – La Facilitation pour la gouvernance territoriale.* Rome.

Activity Three: (40') Capacity Development and TFT Tasks

Objectives:

- Introduce the Capacity Development – how to empower marginalized actors for Dialogue and Negotiation.
- Show main TFT Tasks:
 - Support in the diffusion of information.
 - Support in stakeholder outreach.
 - Support in dialogue and mediation.
 - Support in the participatory management of the initiatives (projects, programs and/or policies).

Content:

- Part One (20'): The trainer will illustrate the necessity of empowering marginalized actors, and possible ways to facilitate it.
- Part Two (20'): The trainer will explain to participants the tasks of the TC (it is useful to start from what was said about skills in the previous activity).

References:

1. **FAO.** 2006. *Toolkit for the application of Participatory and Negotiated Territorial Development in transborder zones.* Rome.
2. **FAO.** 2013. *Développement Territorial Participatif et Négocié – La Facilitation pour la gouvernance territoriale.* Rome.
3. **FAO.** 2013. *Negotiating land and water use: participatory planning of resource management.* Rome.

S15 - PNTD 2: Horizons – Dialogue, Mechanisms & Rules

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (40') Dialogue, rules, respect, confidentiality

Objectives:

- Illustrate how to create an open dialogue.
- Describe how to define the rules of the dialogue.

- Describe how to facilitate respect for interlocutors.
- Describe how to build confidentiality.

Content:

- Part One (20'): trainer finds 4 volunteers (he/she had prepared them in a previous time by telling them who they are and what's the matter to be discussed).
Two will play the conflicting parts: one the authoritarian TFT, and the other one the "better" TFT (facilitating open confidentiality and using non violent- empathic communication).
The parts and first TFT play first in front of the rest of participants, then the parts with the other TFT. All participants have to observe interactions and the development of the dialogue. The group will try to explain what happened in the two plays, and actors have to say how they felt.
- Part Two (20'): trainer and participants will discuss about the outcomes of the game, and analyze the elements necessary for a good dialogue.

References:

1. **FAO.** 2012. *A territorial Development vision oriented to indigenous peoples: a possible path.* Rome.
2. **Shivakoti, G., Varughese, G., Ostrom, E., Shukla, A., Thapa, G.** 1997. People and Participation in Sustainable Development. Understanding the Dynamics of Natural Resource Systems. *Sustainable Development Dept.*, 1997: 129-145.

Activity Three: (50') Practical aspects of dialogue process

Objectives:

- Explain the importance of the strengthening of governors and local representatives' capacity.
- Explain time management.
- Describe the importance of strategic alliances: role of civil society and ONGs.
- Show the 'art of getting over difficult situations'.

Content:

- Part One (20): trainer will ask participants, in groups of Three, to set the outline for a PNTD process. Groups will have to decide, the communication strategy, the locations, the time table, the participants, and how to deal with difficult situations.
- Part Two (30): trainer and participant will comment the result and single out principal elements for a good PNTD meeting.

References:

1. **FAO.** 2012. *A territorial Development vision oriented to indigenous peoples: a possible path.* Rome.

S16 - Conflict Management 1

Activity One: (1h 50') Conflicts

Objectives:

- Explore the kind of conflicts they encounter in their work.

- Develop a common understanding of conflict.
- Encourage to consider the positive as well as the negative outcomes of conflict.

Content:

- Part One (20'): The trainer will ask participants what they associate with conflict: "What words come to your mind when you think of conflict?" Write their associations on a flip-chart, clustering positive, negative and neutral associations in separate areas.
- Part Two (20'): The trainer will ask participants how they would define conflict. The Trainer will compare ideas with the suggested definition and explain and clarify key terms of the definition.
- Part Three (15'): The trainer will ask participants to select a natural resources conflict that they have encountered in their work and are very familiar with and will ask them to draw a picture of the conflict.
- Part Four (15'): After 15 minutes, the trainer asks participants to post their pictures on the wall. Each participant will briefly explain his/her conflict (either in subgroups or plenary).
- Part Five (30'): After hearing from everybody, start a discussion with the following questions:
 - What positive and negative outcomes of these conflicts did you notice?
 - What makes the management of these particular conflicts challenging?
- Part Six (10'): Wrap up the session by summarizing the following key learning points.
- Part Seven: Distribute the handout taken by the NFPS (see reference).

References:

1. **FAO** 2012. *Collaborative Conflict management for enhanced national forest programmes (NFPS) (Training course)* Rome.

S17 - Conflict Management 2

Activity One: (50') Interpretations

Objectives:

- Rise awareness that different interpretations exist.
- Know ways of dealing skilfully differences in understanding.

Content:

- The trainer will explain the activity by using an example and let the participants decide whether each of the statements is true, false or cannot be judged because of lacking information.
- The trainer will read the exercise text and distribute the participant's questionnaire and give participants time to fill in their answers.
- The trainer will record the results on a flip-chart by counting how many participants answered true, false and cannot be judged for each of the ten statements. This is most effective when each participant gives his/her answers to all the questions at once, before moving on to the next participant.
- The trainer will give the "correct" solutions. Discuss the results.
- The trainer will explain that this exercise demonstrates that Two people can hear the same thing but understand different things from it. This happens virtually every time

more than one person experiences a situation. As long as understanding is not compared and differences are not noticed, everyone takes away what she/he experiences as the only reality, and will not suspect that others might have different realities. Interpretations are not logical, they are psychological. Because many conflicts are based on differing interpretations of the facts, one of the most useful skills in conflict management is exploring the different understandings that different parties have of a situation. This requires continuous calm, respectful and specific communication to be able to see the other point(s) of view.

- The trainer will end the session by summarizing the following key learning points.
- Distribute the handout.

References:

1. **FAO** 2012. *Collaborative Conflict management for enhanced national forest programmes (NFPS) (Training course)* Rome, p. 37.

Activity Two: (60') Ways of managing conflicts

Objectives:

- Have an overview of possible ways to manage conflict.
- Know that the training focuses on collaborative ways to manage conflict.
- Be aware of the advantages of a collaborative approach to managing conflict.

Content:

- Part One (5'): The trainer will explain that the purpose of this session is to examine the various procedures available for managing conflict. Display the cards with the terms, and explain that participants will have an opportunity to reflect on the experiences they have had with these different procedures.

Terms:

Negotiation: a discussion and decision-making process among opposing parties. It aims to find an agreement that ends the dispute.

Mediation: the process whereby an acceptable third party with limited or no authoritative decision-making power assists the main parties in a conflict to resolve their dispute.

Arbitration: an informal process whereby the parties submit the issues at stake to a mutually agreeable third party, who makes the decision for them.

Adjudication: a process whereby an authority (a judge or other official) makes a decision based on the norms and values of the society and in conformity with legal statutes.

- Part Two (20'): The trainer will ask participants to form groups to discuss each of the procedures and to agree on a definition, he will ask them to discuss the inherent strengths and weaknesses of each approach. Participants have 20 minutes to do so.
- Part Three (15'): the trainer will ask participants to note their definitions on a piece of paper and to discuss and agree with their groups where to place them on the continuum.
- Part Four (15'): the group will point out differences among groups' positioning of the procedures and clarify the main considerations determining the approaches to conflict:

- 1) the question regarding who makes decisions; and 2) the extent to which conflict parties can influence the final outcome of conflict management.
- Part Five (10'): the trainer will explain that the focus of this training is on negotiation and mediation as collaborative approaches to conflict management because of the many advantages for forest policy making, when the necessary frame conditions are in place.
- Part Six: in conclusion the trainer will distribute the handout and emphasize the key learning points.

References:

1. **FAO** 2012. *Collaborative Conflict management for enhanced national forest programmes (NFPS) (Training course)*. Rome, p. 47.

E4 – Conflict Management 3

Activity: (90') The process map of collaborative conflict management.

Objectives:

- Be aware that conflict management is a process.
- Explore the various stages of the process in a participatory way.

Content:

- Part One (30'): the trainer will form some groups (3 or 4) and explain the following exercise.
Each group will be given an envelope that contains slips of paper with key steps and important principles to be considered in the process of mediation.
Trainer will ask the groups to read through and discuss these steps and considerations to ensure that they understand the meaning of each. In their groups, participants are to do the following:
 - Place the A4 sheets of paper with the conflict process steps on the floor.
Steps: Analyse the conflict. Develop a conflict management strategy. Inform stakeholders about the strategy. Establish ground rules for the negotiation. Explore issues and interests (from the perspectives of conflicting parties). Specify the information needs. Prioritize the issues. Generate options. Develop criteria for evaluating options. Evaluate the options. Reach an agreement. Develop a written agreement. Approve the agreement. Implement the agreement.
 - Place the steps in the correct order for a logical mediation process.
 - If there is time, list activities (sub-steps) for each of the stages, based on their own experiences of working to resolve disputes among parties.
 - Add any steps if they feel anything is missing.
- Part Two (30'): the trainer will reconvene the participants and allow a few minutes for them to look at the other group's results. After they have had a chance to do this, the trainer will initiate a discussion around the following questions:
 - What differences or similarities were there among the groups' maps, and why?
 - Did any group add its own conditions or steps? What were these? Why did the group consider these important?
 - What did you learn from this map?

- Part Three (25’): the trainer will demonstrate the map and explain the importance and main considerations of each step.
- Part Four (5’): Distribute the handout (see below reference).

References:

1. **FAO** 2012. *Collaborative Conflict management for enhanced national forest programmes (NFPS) (Training course)*. Rome, p. 52.

Day 6

S18 - PNTD 3: Negotiation - Rights Based Approach

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (1h 35'): Right based approach

Objectives:

- Explain what is the right based approach.
- Explain what would be the benefits using the right based approach.
- Explain how rights-based approaches can be successful in different political contexts and social environments.
- Explain what is the capacity building process and why it benefits the territorial facilitation.

Content:

- Part One (15'): participants will discuss a definition for right based approach in small groups, then refer the outcomes to other groups.
- Part Two (20'): the trainer will ask participants in plenary to list the rights that people are likely to have regarding natural resources and how those rights are recognized.
- Part Three (20'): the trainer will ask participants to list the positive sides of being aware of their own rights, and what are the consequences.
- Part Four (40'): the trainer will ask participants to discuss the way capacity about rights can be built within most vulnerable stakeholders and explain capacity development issues.

References:

1. **FAO.** *Key fact, the Right to Food* (available at <http://www.fao.org/worldfoodsummit/english/fsheets/food.pdf>).
2. **FAO.** *Capacity Development Portal* (available at <http://www.fao.org/capacitydevelopment/en/>) .

S19 - PNTD 3: Negotiation - Negotiation Process

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (1h 20') Interest-based Negotiation

Objectives:

- Describe how to establish a multi-level, multi-actors dialogue.
- Explain the fundamental principles of negotiation.
- Explore ways to determine basic rules enabling all stakeholders' participation.
- Examine different actors' role.
- Explore possible end results of a negotiation process.

Content:

- Part One (30'): trainer will present a list of words (referring to dialogue or negotiation or both), written on single papers. He/she will present the word to someone and ask to say where it goes, the other participants can say it's true or not, and find a common answer (and... they may have to negotiate to do that!).
Some words may need to stay in the middle, if they're common to both concepts. The group will discuss the differences and similarities between dialogue and negotiation. Participants list the core principals of fair negotiation and basic rules for enabling inclusive participation in negotiation.
- Part Two (30'): two couples of participants presents a little play (which plot they have been given in a previous time, so they had time to prepare). One couple demonstrate position-based negotiation, and other the interest-based (every play last maximum three minutes). Facilitator leads discussion on the differences between interest-based and position-based negotiation with participants' examples.
- Part Three (10'): Facilitator leads discussion on the roles and responsibilities of the facilitator and actors to both represent their interests and give ground in multi-actors negotiation. Considerations of challenges in bridging political and social hierarchies and administrative levels is also discussed.
- Part Four (10'): Discussion and Summary of activity.

References:

1. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

S20 - PNTD 3: Negotiation - Consensus Building process

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (1h 40') Immediate, short-term, and long-term benefits of negotiation

Objectives:

- Evidence what are the elements that facilitate consensus building.
- Evidence which are the risk of unilateral solutions (short-term and long-term).
- Discuss how to start a process of reaching consensus.

- Discuss elements for evaluating feasibility.
- Explore possible alternative results of finding full consensus.

Content:

- Part One (30'): participants form couples that discuss on some points:
 - The likely cost and benefit of achieving interest unilaterally.
 - How can stakeholders evaluate and overcome historical barriers to cooperation?
 - What are the short and long-term risks of maintaining non-cooperation rather than finding resolution?Then form quartets (by putting together two couples) and follow the discussion. Then in plenary.
- Part Two (25): Participatory discussion on basic rules and principles of consensus-building- Voting, blocking, supporting, standing-by.
- Part Three (20): Discussion on evaluating feasibility of negotiated options and restarting negotiation and consensus-building when resolutions cannot be initially reached.
- Part Four (25): Discussion on the following questions: What does successful negotiation look like? What possible alternative results can be accomplished even when full consensus cannot be reached?

References:

1. **FAO.** 2005. *Negotiation and mediation techniques for natural resources management.* Rome.
2. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

S21 - PNTD 3: Negotiation - Management of Territorial Negotiation Meeting

Activity One: (10') Summary of the previous session

Activity Two: (50')

Objectives:

- Explain how to prepare the meeting place.
- Understand the importance of sending preliminary information and identifying priorities.

Content:

- Part One (20'): the trainer will ask participants what is important to organize a meeting (brainstorming).
- Part Two (30'): Trainer presents some common difficulties that TFT can find in the meeting management.
 - Open conflicts between some actors (they don't talk each other or have an aggressive attitude).
 - People who never talk in the meeting.
 - Some person don't come to the meeting.
 - Authoritarian attitude of someone.Then trainer ask participants to add some.

In plenary, with an open discussion, participants try to find strategies to solve this difficulties. Trainer should explain that's there's no "right way" to do that: it's more important that TFT is flexible and try to understand every situation and find proper strategy in every context.

References:

1. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

Activity Three: (50')

Objectives:

- Show different ways to find different scenarios:
 - Creativity techniques.
 - Rational initiative.
 - Examples' inspiration.

Content:

- Part One (10'): the trainer will explain a situation (taken by a practical or imaginary experience) where a decision has to be adopted despite very different positions.
- Part Two (30'): participants will be invited in groups to list possible techniques to facilitate the decision making.
- Part Three (10'): Final discussion.

References:

1. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

Day 7

S22 - PNTD 4 & 5: Social Territorial Pact & Realization of the Social Territorial Pact

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (45') Social Territorial Pact

Objectives:

- Verify the assimilation of the course's main concepts.
- Understand the principal qualities of the STP.

Content:

- Part One (30'): on the basis of what learned since then, participants will be invited to summarize, with the support of the trainer, all principal steps of the PNTD, and to draft the main characteristics of the STP. A fun way to do that is dividing participants in groups, give them many papers reporting the description of the steps of every DTPN phase and ask them to put on the right part of a big flipchart given to every group (views, horizon, STP...), then compare results. It's a good way to recall learning and generate a sort of competition.
- Part Two (15): Trainer explains the principal qualities of STP.

References:

1. **European Commission, Agriculture Directorate General. 2001. LEADER, from initiative to Method.**
2. **FAO. 1995. Farmer-first approaches to communication: A case study from the Philippines.** Rome.
3. **FAO. 2003. Handbook for trainers on participatory local development - The Panchayati Raj model in India.** Bangkok, Thailand.
4. **FAO. 2005. An approach to Rural Development: Participatory and Negotiated Territorial Development (PNTD).** Rome.

Activity Three: (50') Realization of the Social Territorial Pact

Objectives:

- Describe the components needed for the realization of a STP:
 - Flexibility.
 - Technical skills.
 - Control system.
 - Financial resources management.
 - Roles definition.

Content:

- Part One (20'): the trainer will ask participant to list on the flip chart all qualities that have to characterize a STP.
- Part Two (30'): case studies will be analyzed in plenary

References:

1. **FAO.** 2013. *Développement Territorial Participatif et Négocié (DTPN) La facilitation pour la gouvernance territoriale.* Rome.

S23 - PNTD 6: Monitoring and Evaluation & Project Cycle Management

Activity One: (10') Summary of the previous session

Content:

At the end of each session the Trainer will ask the participants to choose three sentences summarizing the content of the session. During the next session a volunteer will briefly summarize the previous session by explaining the three sentences.

Activity Two: (50') Monitoring and Evaluation.

Objectives:

- Provide element for self-evaluation of TFTs.
- Provide element for the territorial dialogue: social tight, public life participation, bargain power evolution.
- Show the Two evaluation's types: the facilitator's work evaluation, and the evaluation of the secondary effects of dialogue.

Content:

- Part One (30'): the trainer will explain the principles of the evaluation and monitoring.
- Part Two (20'): participants, in quartet, will exercise to write objectives and criteria for a good evaluation.

References:

1. **Barret, P.** 2003 *Guide pratique du dialogue territorial.* Fondation de France, Paris, France.
2. **IFAD.** 2009, *Evaluation manual, Methodology and processes.* Rome.
3. **OECD DAC.** 2010. *NeTwork on development Evaluation, Summary of key norms and standards.* Paris, France.
4. **United Nations Evaluation Group.** 2008. *UNEG Guidelines for Evaluation.*

Activity Three: (50') Project Cycle Management

Objectives:

- Introduction of Project Cycle Management principles.

Content:

- The trainer will illustrate the Project Cycle Management method.

References:

1. **DFID.** 2009. *Guidance on using the revised Logical Framework.*
2. **European Commission-EuropeAid Co-operation Office.** March 2004. *Guidelines on Aid Delivery Methods, Volume 1: Project Cycle Management*, Brussels.
3. **FAO SEAGA.** 2001. *Project Cycle Management, a technical guide.* Rome.
4. **FAO.** 2006. *Toolkit for the application of Participatory and Negotiated Territorial Development in transborder zones.* Rome.

S24 – Role Play 4

S25 – Course Evaluation

Activity One: the contract

The trainer will show the group, the contract that everybody signed the first evening. Participants will be invited to express their opinions about the course; if their terms of the contract were respected stressing the main critics points of the course.

Activity Two: individual evaluation

Participants will be invited to fulfil:

- An individual evaluation grill.
- A trainers evaluation grill (preparation, formative skills, interpersonal relationship, etc...).
- A contents evaluation grill.
- An accommodation and logistic evaluation grill.

5. Conclusion

As indicated at the beginning, this Working Paper suggest some concrete elements about this new professional figure (the Territorial Facilitation Team) and how it operates. The one week training course proposed here is mainly focused on familiarizing practitioners, development officers from decentralized government institutions, NGOs and CSOs, with the basic skills that are need to undertake these tasks.

The course, when possible, should be linked to the more specific training package developed for the paralegals experts that FAO has been developing and implementing in Mozambique (see Annex 3).

These modules do represent an initial effort to propose a way to support interested institutions to move into the people-centred negotiated approach to territorial development, with specific emphasis on gender dimension. They are work in progress documents, and it will ever be possible to improve them with future concrete experiences being implemented by FAO and/or partners organizations.

As a concluding remark on the nature of this document, a work in progress and not a final text, we would like to recall what was written about the famous Argentinean author Jorge Luis Borges: a part of its heresy is the conviction that the final text does not belong to literature but to religion or weariness.

ANNEXES

Annex 1: The Role Play

Objectives:

- Practice, in an informal way, concepts learned during day sessions.
- Get closer to various stakeholders' points of view.
- Cooperate.

Actors

Rural Community

- They have been cultivating a plot of not very fertile land for many years.
- Their challenging situation is a consequence of internal displacement caused by civil war.
- They are poor and sometimes experience food insecurity and health problems related to malnutrition.
- Women have little political power and are generally illiterate.
- They affirm having some rights on that land.
- They started to organize an internal debate on the strategy to be adopted.
- In the group there will be: a landless adult man, a woman, a youngster, a smallholder man, a pastoralist.

Big commercials/ Investors

- They studied abroad or they are foreign
- They have many contacts in the town, within the institutions, within development banks.
- They have financial resources.
- They may adopt a sort of code of responsible conduct.
- They give agricultural labor jobs to many local people.
- They are all men.

In the group there will be: a local entrepreneur, a national corporation, a foreign investor.

Institutions

- They are new and have not much authority because of a lack of capacity to address problems.
- They have very little financial resources.
- They have a weak professional preparation (only few made superior studies, they haven't been formed to the role).
- They are all men.

In the group there will be: a member of the local government, a member of the ministry, a policeman.

(Environmental NGO)

- Half of them are foreign and doesn't know well the territory.
- Half of them are women.
- They have little funds.
- They are not well regarded by the government and by some parts of the rural community.

Territorial Facilitator

Two participants will simulate the role of the Territorial Facilitator. Each session will have three different TFTs, as to permit all participants to cover the role of the facilitator.

Documents provided to different groups

- a UN Social and Economic Report (facsimile),
- a map of the territory,
- stationery.

UN Report:

Legal framework:

Statutory natural resources tenure and management:

- Some degree of decentralization, possibility to recognize common property to indigenous people.
- Forest management is at municipal level.
- Women have some right to inherit and own land.

Customary natural resources tenure:

- Customary law prevails at village level.
- Controversies on land are resolved by the village elder's council.
- Women have very limited rights over natural resources.
- Pastoralists have very weak rights.

Human Rights:

- The State is part of all international and regional treaties, in the constitution the right to food is mentioned.

Investment and Environmental law:

- Recently approved business-enabling-law: land exchange mechanisms are simplified, fiscal charges are reduced.
- Ongoing bargains on the conclusion of an investment contract.
- Environmental standards.

Social Framework:

- The majority of farming activities are held by women.
- There is a large unemployment rate among young people and a growing rate of emigration by young men .
- Pastoral community is in conflict with the farmers' one.

Economic Framework:

- Men have off-farm income, whereas women's main occupation is subsistence agriculture.
- Some artisanal activities and little exchange with the near town market provide some income.
- Wood gathering from the forest provide some income to poorest families, and represents the main energy source for all of the rural community. Forests have been greatly reduced in the last decades because of a bad management.

Role Play Steps

E2: territorial analysis

Groups will study the documents provided, will define roles and invent more details about the situation given. On the basis of what decided, they will define:

- Their internal dynamics in the group.
- If there are internal conflicts.
- Their main problems related to natural resources.
- Their opinion about the state of natural resources.
- The main problems with other groups.
- What they ask to other groups.
- What, on the basis of that, they decide to do (create an association, occupy, demonstrate, make a project on that area, etc).
- Write a document declaring their position and their intentions.
- They will draw their map.

E3: scenarios design

Groups will:

- Draft their category's interests.
- Use the tools for problems solution.
- Create their projects on the territory.
- Design communication's strategies.

E5: negotiation

Each group will split in two, and create two teams. Each team will have 30 minutes to create a simulation of negotiation. Before starting, the team will have to describe:

- The preparatory activities.
- The place of the meeting.
- The behaviour of the TFT.

Each team will show their simulation, and the other will observe and take notes. At the end of the two performances, the group will discuss together about problems and mistakes.

S24: Social Territorial Pact

The groups of stakeholders will design a Territorial Plan, on the basis of the negotiation, and design the monitoring indicators.

Annex 2: Case Studies

In a learning by doing approach, the example is a fundamental part of the teaching. Experiences from the field will be recalled throughout all the training course, according to necessities.

In this section some case studies are briefly presented.

2.1. Tunuyán, Mendoza. Rural Territorial Planning – participatory process: District Workshops

The FAO project TCP/ARG/3302 “Fortalecimiento de las capacidades que permitan abordar los procesos de Ordenamiento Territorial Rural de forma participativa e iterativa”, started its operations at the end of 2011 and has concluded them two years later, on december 2013. FAO team was supported by the Secretary of Agriculture, Livestock and Fishery (SAGyP) of the same Ministry.

The scope of the Project was to contribute to the efforts undertaken at federal level towards a more integrated, sustainable and socially balanced society in the framework of the National Policy on Territorial Development highlighted by the “Argentina Territorial Strategic Plan 2016”. The Municipality of Tunuyan, located in Mendoza Province, was selected for the field work, undertaken by a team of national consultants, supported by FAO experts.

The participative process in Tunuyan was designed to reduce, through the PNTD approach, power asymmetries, facilitate a more equitable access to natural resources and economical resources, and reduce information and skills asymmetries. This program aimed to create socially legitimated agreements and to make the territory actors the drivers of their own development. By the means of a good communication strategy, the “talleres districtales” succeeded in involving several actors of the territory, and stimulate active participation among the participants in the meeting.

In each District a meeting was organized to raise awareness on the development process. Several sectoral meetings were held to sensitize different categories of agricultural workers about the importance of their involvement in the process. An urban meeting was organized to permit the representation of the urban zones, together with the rural Ones. Several means of information and communication were used, like the official invitations, the work of a communication team, public announcements, and on the radio. Meetings consisted of a first part of small group work and then a plenary for discussion. Illiterate people were assisted and helped.

The participatory process permitted the facilitation team to reach some observations on several aspects:

Actors’ participation. For a good outcome of the participatory and negotiated process, the majority of the community had to participate in each meeting, and the opinions of the stronger actors as well as those of the weaker ones needed to be reflected in the dialogue, meaning the dialogue had to be inclusive. Notwithstanding these efforts, bringing together powerful stakeholders with marginalized actors in the process is the most difficult part. This kind of intervention has to be assessed with further capacity development and conflict management strategies, going beyond only participation and communication.

In this case, the participation of young people was scarce, but the remarkable participation of women brought good results, permitting the integration of opinions coming from different components of society.

Role of Institutions. The participation of local institutions and association was essential for the diffusion of information and invitations. At the same time, the participation of public institutions diminished the spontaneous participatory spirit of other territorial, more democratic realities.

Outcomes of the participatory mapping. The outcome of the meeting was very positive – more than was expected, and the participation of the stakeholders was very active, especially in the working groups. The work at the Participatory Mapping was extremely useful for individual actors' roles, perceptions, conflicts and objectives. The map permitted the local population to identify the main issues and knowledge about the territory, and create a collective image on it.

Conflicts. In some specific district meetings, conflict emerged between the civil society and the military forces. In these districts the military component of the territory, which was directly involved in the unequal distribution of natural resources, didn't participate in the process, fearing that their interests would be negatively affected during the meetings. This event evidenced the fact that local institutions were only theoretically eager to support the process, whereas the will of realizing the territorial development process in practice was missing. In that district, there was no possibility to strengthen the control of natural resources by the local community, due to the military force.

Development strategies. The experience demonstrated that intervening in a territory characterized by changing economic and social characteristics needs flexible and innovative strategies, sensible to the peculiarities of the specific context.

Source: FAO. Lic Andrea Fadul. FAO-TCP Consultant.

2.2. A training experience on territorial development in Algeria

The European Commission and the Agency for Social Development of Algeria co-financed the implementation of the *Programme d'appui au développement local du Nord-Est de l'Algérie (PADSEL-NEA)*, that started in 2002 and ended in 2010.

In January 2009, *ARS progetti* implemented in Tipaza a three weeks training course (90 hours) on territorial development, addressed to 35 officers from the Ministry National Solidarity and Family, in the frame of a five months (December 2008-April 2009) residential course on Social engineering and management of human resources, promoted by PADSEL-NEA.

The course on territorial development (Trainer: Massimo Rossi) concerned the following training areas:

Process of equitable change: i) learning from the international experience and learning from experience in Algeria (projects observed and evaluations); ii) equitable local development based on the following concepts: territory (entry point), PNTD and territorial facilitation, social engineering and decentralization, Project Cycle Management.

Participatory collection of information: i) the need of information for planning management and evaluation; ii) the mix between quantitative and qualitative information, iii) participatory tools related to time and space, and related to identification of relationships and to negotiation.

Territorial development. i) PNTD principles; ii) territorial facilitation: support to circulation of information, dialogue and negotiation, Project Cycle Management, support to phases of PNTD.

Project design: i) Project Cycle Management and Results Based Management; ii) Logical Framework Approach; iii) flexibility factors: the function of space, time, participation, institutional framework, organization.

Participants were involved in group exercises concerning learning from experience, area identification, problem selection, adaptation and use of participatory tools, project design.

2.3. An FAO training experience on project design and territorial development in Haiti

The Ministry of Agriculture, Natural Resources and Rural Development (MANRRD) of Haiti in 2008 requested to FAO to organize two workshops. A first workshop on project formulation was carried out on 23-26 June 2008, (Trainer: Massimo Rossi).

A second workshop on Local Development and decentralization was carried out on 1-4 July 2008 (Trainers: Tony Cantave and Massimo Rossi). A total of 24 persons from MANRRD participated in the workshops. Training activities (48 hours in total) were organized in the premises of Agence canadienne pour le développement international (ACDI) in Port au Prince.

The two workshops were based and related by the following concepts:

Territory as entry point facilitation	PNTD and the territorial
Local Development	
Decentralisation	Project Cycle Management

The experience of the FAO project in Commune de Marmelade and Plaisance II was used as a case study during the training activities, for the following reasons:

- Duration of the project. The project implementation started in 1999. Evaluation carried out by the University of Sherbrooke in 2003 stressed the relevance and the need of a long period of implementation for participatory local development projects. Working with local populations need time and the evaluation appreciated the refuse of project managers to “work in the hurry”.
- Support to decentralization. Participation of local populations is a necessary condition but is not the only one we need: local development is based on support to local institutions and for this reason the project developed planning and management capacity of local officers.
- Replicability. Based on the positive experience of the Marmelade project. Sustainability factors were identified and the project was replicated in another Haitian Commune, Plaisance II.

Participants were involved in group exercises concerning identification of two areas in Haiti, problem selection, project design.

2.4. The role of a key figure in Angola

In 1999, at the request of GoA, the FAO Land Tenure Service initiated a series of activities in close collaboration with the National Directorate of Territorial Planning of the Ministry of Agriculture (formerly DNDR). These activities were aimed at: (i) solving land conflicts in the outskirts of Luanda, and (ii) initiating a reflection on land issues in the country. This was the starting of a long process, still under implementation at the time of writing, which was challenged by the on-going violence in the country.

By 2002, when the war ended, the Government of Angola started a new process with FAO, building on the previous outreach and reflections on land issues, for the creation of a legal framework for land management and rural land-use planning. This framework allowed for the foundation of socioeconomic development in the perspective of a market economy, considering growing urban sprawl, land conflicts in urban and rural areas and the return of displaced persons to their lands following the end of the war. The proposal for the current land law was also up for discussion at this time.

During this period families were beginning to return to their places of origin after as much as 20 years away during the civil war, though many also did not return. Family farmers were restarting their agricultural activities with very few inputs and means of production once that the overt threat of violence had abated. In some areas, these farmers had the support of a few existing NGOs, but institutional capacity was very limited.

These experiences have prompted reflection about the possible role of key persons in government as “articulators” of social dialogue. In some cases at national level, government staff can play this role and stimulate the opening of spaces for territorial dialogue. These new arenas for debate would support future joint interventions that allow switching from a conflict situation to a negotiated territorial development situation.

This experience can be illustrated with the case of the rural suburban area of Luanda, in North Quenguela. The region is poor in water resources and the soils are not suitable for agriculture. During the long period of armed conflict, however, people from different provinces had settled down looking for less risky locations. Later on, peasants’ and small entrepreneurs’ families as well as some powerful actors had moved to this area, given the gradual improvement of the security conditions and the urban expansion of the capital (20 km) that was occurring in the area. These people later built up their political and economic influence, accumulating parcels of lands during the unstable conflict situation, without following any process for legitimization of their alleged rights. As a matter of fact, there were no titles demonstrating the legality of their occupation and use of the land in the area.

By the end of the 1990s, peace became a likely hypothesis. As a consequence, several conflicts surrounding land issues started emerging. The first signals that problems were increasing in the area were sent to government institutions. With FAO support, the DNOR (National Territorial Planning Direction) organized a sequence of field visits and meetings in order to verify legal status of all requests (or complaints) made by different social actors.

These visits also aimed at verifying the historical reasons and legitimacy of complainants and to encourage a joint effort to pursue possible solutions that could stimulate development dynamics, preferably oriented to less powerful groups.

The role of dialogue facilitator performed by the national Director of DNOR was particularly crucial. He had an excellent reputation in the country both for his technical capacities and for

his independent judgment position. For this reason, it was possible in such a hostile scenario (the land issue was still a taboo subject in Angola) to find ways to support development actions aimed at needy communities. The following observations stem from reflections about “key persons” in this case:

1. Commitment and known reputation of independence: these characteristics allowed this key person to assume and defend a “neutral” position even when dealing with extremely unbalanced power relations and strong political influences. Certainly, part of FAO’s task is also to support this person and his team.
2. In this concrete case, given the strong tradition of centralized administration, it was fundamental to have someone from the political stage to support the whole process, trying to respond to the lack of trust between institutions and citizens. In this context, his commitment and the political recognition was essential to enforce the agreement.
3. Professional capacities and availability of restricted information: his formal and informal legitimization arising from his ability to access documents about the different actors, his/her deep knowledge of the country’s legal situation and familiarity with field work and local communities.
4. Finally, his good pragmatic abilities: the decision taken was to proceed gradually, given the strong political power of some involved actors and the international community’s limited interest in interfering in critical land issues in Angola. Firstly, it was necessary to encourage a dialogue and a change in the way that important actors (government, farmers, and entrepreneurs) perceived local communities and their rights to land. During an initial phase of the project, activities were concentrated in less conflictive parts of the territory, where the influence of external actors was not overwhelming. Thanks to the presence of this key figure and to FAO support, the reflections about land issues in Angola, stimulated in this pilot case, were scaled up at national level.

Source:

Interview with Paolo Groppo, NRL Officer, December 2013

FAO. 2014. Land, Territorial Development and Family Farming in Angola

2.5. Agrarian Reform in the Philippines (PATSARRD)

The FAO-PATSARRD project (FAO Philippines-Australia Technical Support for Agrarian Reform and Rural Development) provides technical support to the Philippine Department of Agrarian Reform (DAR) in its mandate to implement the Comprehensive Agrarian Reform Program (CARP) whose objectives are to achieve a more equitable distribution and ownership of land and to improve the quality of the lives of the farmers through greater farm productivity.

The development of Agrarian Reform Communities (ARC) requires several strategic interventions and the coordination of multi-sectoral efforts. To sustain such efforts and their effective coordination, the FAO-PATSARRD project has developed a Participatory Area Planning (PAP) approach, which is a methodology based on Farming System Diagnosis for the support of area-focused and participatory design and implementation of ARC Comprehensive Development plans. The overall objective of the project intervention at ARC level is the strengthening of the capacities of Barangay and Municipal administrations, Municipal and Provincial Agrarian Reform personnel and farmers' leaders to work together for supporting the community development efforts and promoting informed and sound decisions over local resource use and management. A major challenge in this process is to help development actors redirect bottom-up planning approaches in view of the present market-driven environment and given the requirements of the present policy and institutional framework.

Considering that in ten years the Philippines project achieved a wide coverage – PAP training and planning activities have taken place nearly nation-wide by now – a need was felt by the FAO-PATSARRD national project team for a review of the PAP process that would allow for improved consistency and integration of ARC plans within the overall Municipal plans and in a wider framework of rural development.

The Agrarian Reform Community (ARC) of El Progreso located in the Municipality of Carmen, Province of Bohol, was chosen as a pilot project area for the adaptation of the methodological guidelines for Participatory and Negotiated Territorial Development (PNTD) to the needs and context situation of the FAO-PATSARRD project (mid-2003). The standard PAP development planning process was conducted in El Progreso ARC, complemented by key elements of the PNTD methodology for a participatory territorial diagnostic. This initial integration of inputs from PNTD aimed at prompting the involvement of a wider array of actors (farmers, landowners, NGOs, local institutions, various national agency bodies, the private sector, universities etc.) in the local development planning process and in the achievement of integrated rural development (at Barangay, ARC, Municipal, and Provincial Area Planning (PAP) team play an important role in local development planning and in carrying out the various components of the implementation of the territorial development plan, as well as in promoting the integration of the ARC development plan within the municipal development plan. The PAP Team prepares the ARC Comprehensive Development Plan with the active participation of the community in the area, and of the Barangay and municipal Local Government Units. Members of the team are the Barangay Captains, farmer leaders and chairpersons from various farmers organizations and Cooperatives; the Municipal Agrarian Reform Officer (MARO) and the Development Facilitators (DFs), sit as team members from the Department of Agrarian Reform, together with the Municipal Planning and Development Coordinator (MPDC), the Municipal Engineer (ME), the Municipal

Agricultural Officer (MAO) and the Municipal Social Worker and Development Officer (MSWDO), from the Municipal LGU.

Once the development plan is drafted the PAP team acts as the ARC Implementing Team. levels). This PNTD-PAP pilot implementation helped El Progreso PAP team gains a systemic view of the territory and better highlight the complexity of the territorial system and of the issues at stake.

The inputs from this pilot project served as a basis for the subsequent discussions with PAP team members, FAO national experts and other actors at local, provincial, regional levels, about possible ways of improving the community development planning process and PAP methodological guidelines, in order to generate relevant information for a systemic territorial analysis and a negotiated development. These consultations resulted in concrete PNTD inputs to PAP methodology and laid the basis for the preparation of a draft methodological proposal for the Kalahi Agrarian Reform zone for an application of an integrated PNTD and PAP approach for future policy support analysis and decision-making.

In particular, PNTD inputs in PAP methodology are focused on:

Addressing land issues: DAR has an historical mandate to tackle land issues and particularly land tenure issues. The ARC development plan preparation is an occasion to raise problems and constraints occurring in the territorial system. The systemic analysis of the territory and its actors aim to better understand agrarian reform community situation and to address land tenure improvement interventions. The objective was to promote a more active role of the PAP team in the monitoring of local problems and compilation of field data, and in the establishment of better coordination among local actors to support finding negotiated solutions for the identified problems.

Promoting awareness of the territorial assets and local resources mobilization: Regarding the weak management of land and natural resources, the objective is to highlight potential negative impacts of present practices and assess current trends of local development. The PNTD aims at promoting an accurate awareness of local resources and territorial assets confronted with actual constraints, in order to facilitate local resource mobilization for self-directed actions.

Facilitating dialogue and bottom-up decision-making processes: This improved planning process would strengthen the PAP multidisciplinary team's capacity to go beyond sectoral analysis for gaining a systemic understanding of local processes for rural development. The processes and outcomes of local activities of information gathering, problem analysis, joint seeking of solutions and decision implementation would be articulated with higher-level policy-making to support the definition of strategic approaches. Integrating ARCDP community development process into municipal and provincial rural development: The ARC community development plans will be oriented to better deal with local issues raised thanks to the improved understanding of the territorial system and in view of the insertion of the ARC Development Plan in a wider rural development framework.

Source:

FAO. 2005. Rural Development Division, An approach to rural development: Participatory and Negotiated Territorial Development (PNTD)

2.6. Creation of working partners at the local level for a participatory land use planning in Bosnia-Herzegovina: the municipality of Stolac

In the project, “Inventory of Post-War Situation of Land Resources in Bosnia Herzegovina” (GCP/BIH/002/ITA), the second phase of the project is a participatory land use planning which worked to bind several stakeholder groups into locally-based working partnerships directed at cooperatively recognizing the territorial assets and resources, identifying problems, developing strategies and implementing solutions to promote local development.

The municipality of Stolac is located in the southeastern part of BIH. Administratively, it belongs to the Herzegovina-Neretva Canton in the Federation of BIH. Stolac was a medium developed municipality in the pre-war period. Main industries were metal, textile and wine/food processing. That industrial capacity is now destroyed or obsolete, so at present the main activity of the people is agricultural production.

The area is currently in a bad economic situation, which influences the organization of the municipal administration as well as the motivation of the municipal staff. Additionally, the institutional situation creates other problems, which bring at a very low level the communication and collaboration between the administration and the local non-governmental sector as well as the International Community.

The initial collection and analysis of ecologic, economic and demographic data were carried out with the contribution of three national institutes. In this phase, physical and geographic characteristics of the municipality, demographic data, industry, agriculture, investments and other relevant data were collected from different sources, including relevant institutions in Mostar, Čapljina and Sarajevo. A preliminary Ecologic-Economic Zoning was prepared for the initial discussion among the stakeholders

Participatory process

The first step leading to the participatory process was the stakeholders’ identification and analysis. The main problem in stakeholders’ identification was the great number of registered organizations that do not work or even do not exist in reality.

The analysis considered the stakeholders’ interest and influence, resources and problems they face with, their organization, motivation and willingness to make the changes on the field, as well as collaboration and relationship among them.

Besides the municipality administration, which was considered the key stakeholder, the analysis process included public, private and non-governmental sector. Seventeen stakeholders have been identified and analysed.

Generally speaking, non-governmental sector in Stolac is not well developed. A small number of organizations actively work and have some impact on the present situation in the municipality. It has to be pointed out that some of the organizations have been recently established and have no experience, implemented projects or concrete ideas for the future.

After the completion of the stakeholders’ analysis, the initial workshop was organized. It was attended by more than thirty persons, including the Mayor, the heads of the municipal departments, representatives of cooperatives, private companies, NGOs, associations and agricultural producers.

During the workshop the main assets of the area have been identified and discussed in three working groups. Each group considered a specific sector, as follows:

1. Agriculture.
2. Infrastructure and Environment.
3. Business and Services.

Each group discussed the opportunities offered by some of the assets, and also considered problems and limitations (SWOT analysis). The final outcome of the initial workshop was a division of the stakeholders into working groups per each ecologic-economic zone

The working groups held regular meetings during a period of Three months, facilitated by the project Coordinator. The work of each group started with the identification of the assets and problems of each Zone in the group's sector of interest. The groups' meetings were open to the public and were generally well attended by the farmers and other dwellers of each zone, although differences in the participation appeared between the various zones and subjects. The discussion led to the identification of sets of concrete actions and projects to be undertaken in each Zone, called the Development Portfolio.

During and after the group work, the coordinator carried out an intense activity of facilitation within the groups and coordination among the groups. From all these discussions four project proposals emerged as follows:

- Reconstruction of the irrigation channel in Vidovo polje.
- Revitalization of vineyards and orchards.
- Reconstruction of the city beach on the river Bregava.
- Supply of equipment for bee hives manufacturing.

Focal points were selected for each chosen project. These persons had a key role in the organization of the groups' activity and in keeping the links with FAO, the technical institutes, other international organizations and the donors. At present, the reconstruction of the irrigation channel has found a donor and is initiating the activities.

Achievements

At the beginning of the process the situation in the municipality was very difficult. Motivation of the municipal staff was low. Collaboration between municipality and stakeholders almost did not exist. Also, there was not any organized database on local resources.

The participatory process for the first time created a link between municipality and stakeholders. All stakeholders got the opportunity to express their opinions and to work through negotiations to find solutions for their problems. The process raised some very sensitive points, and helped in making decisions on issues that had been unsolved for years.

This activity contributed in establishing better relationships between the municipality and the stakeholders, which resulted in further discussions and new ideas even after the completion of the formal PLUD process. The mutual cooperative action of non government organizations strengthened the civil society and laid a sound foundation for future works.

Source:

FAO. 2013. Participatory Land Use Planning Workshop Proceedings (PLUP) (available at <http://www.fao.org/docrep/019/mi375e/mi375e.pdf>) .

2.7. The Lempira Sur Governance Project

The Lempira Sur Governance Project (Honduras) supported the enhancement of the administrative and financial capacities of local level institutions and, more specifically, of those belonging to the municipal network. The project's activities were prompted, among other reasons, by the need to avoid elite control of decision-making processes in the region and to stimulate a bottom-up political mechanism for a democratization of the governance system. The municipal network creates linkages between the household level and the community level through CODECOs (community development councils), which are linked with the municipal level through the CODEMs (municipal development councils). The extended CODEMs (with representatives from every CODECO, civil society, and powerful organizations with presence in the area) and the *mancomunidades* (association of more than One municipality) represent the supra-municipal level of institutional organization. In this way, families are able to have an impact on national policy decision-making processes.

This new structure constitutes a mechanism that allows the needs and priorities of the communities to be reflected in the decisions taken at the municipal level. In addition, the Municipal Council should be extended to include rural areas neighbouring the cities and representatives from villages in more remote areas that share territorial responsibilities of planning with local municipalities.

The extended CODEMs meet periodically and review key issues of common interest for the various villages in the municipalities. Participants discuss the allocation of municipal resources and the contributions of the villages to the municipality (taxes and service provision by the municipalities). They are encouraged to sponsor multi-stakeholder events where people can voice their interests and needs such as town-hall meetings and referenda.

The creation of a new institution at the supra-municipal level (mancomunidad) provides a forum where municipalities can jointly seek ways of cooperating to achieve common interests. Associations of municipalities (e.g. the AMULESUR) were also created, with the integration of mancomunidades in order to strengthen advocacy and negotiation power.

By promoting mancomunidades and CODEMs, the project has shifted from a sectoral to a territorial approach to rural development planning. These new institutions are interpreted as spaces for participation and negotiation among actors at different levels and, at the same time, they are officially recognized as bridges to higher decision-making levels. Additionally, collective resource management and joint administration might improve the efficiency of public service delivery, thus reaching more areas and people. In addition, increased bargaining power of these intermediate-level institutions reinforces their position for negotiation *vis-à-vis* external institutions and organizations and the central level. This combination of a bottom-up process and a governmental response to local demands (e.g. top down funding for a road), creating a sustainable linkage at the intermediary governance levels (e.g. at district level through decentralization) seems to work well.

Thanks to the Lempira Sur project, the systems of budget distribution (previously an exclusive right of cities) and collection of financial funds have changed. The municipal governments in consensus with their population have increased their revenue through re-organizing tributary cadastre units and taxing fixed properties. In addition, a principle of co-management and co-funding between CODECOs, the respective CODEMs and the projects has been established.

The project emphasizes the social dimension of accompanying institutions in the development process, strengthening municipal councils, stimulating a proactive participation, reinforcing consultation on territorial natural resource management and the application of operative agreements for rural development through self-managed and sustainable mechanisms.

The project activities promoted the exchange of experiences and strengthened administrative, political, financial capacities at community and higher levels. Starting in 1995, the following capacity building activities were implemented: a conceptual and technical training program for mayors and potential leaders by diversifying their expertise, a capacity building program on Bottom-up Participatory Planning (PPB) for local organizations (including CODECOs and extended CODEMs), and a training for employees of corporations and municipal leaders in the following areas: municipal legislation, financial management, community and municipal planning, and improvement of the financial administration of the municipalities.

Sources:

Final documents of Lempira Sur project.

Livelihood Support Program, Subprogram Participatory, Policy and Local Governance: Case study of Lempira Sur (available at http://www.fao.org/sd/dim_in2/in2_050501a1_en.htm).

Annex 3: Paralegal Training Course - Mozambique

The format and basic materials of the paralegal course were developed during two pilot courses in 2006. The trainings are implemented during two weeks: eight days of intensive classroom sessions combining NGO and public sector staff; one day of fieldwork visiting selected communities; and one day of field analysis and interactive sessions to assess the work of a paralegal in practice. This format was fully developed under a series of CFJJ-FAO projects¹⁹, and a strong participatory methodology runs throughout the programme. This includes the use of theatre groups to illustrate the work of the paralegal to communities, a technique which participants are encouraged to use back in their programmes. The structure and approach has been more or less maintained with some minor revisions in the present project. One major change has been a stronger gender and women's rights module, developed in 2010. At that time, in close collaboration with the Government counterpart, consultations with CSOs and NGOs were carried out to identify the most relevant topics related to gender issues and access to land which should be included on the trainings. As result, a new and strengthen training package was developed.

The course begins with a full discussion of Constitutional principles underlying the Land Use and Benefit Right which is the basis of land access and use for all land users in Mozambique, and is acquired either through customary occupation or by formal request to the State via the public Land Administration. The course covers the concept of the State as something that in fact incorporates all citizens as well as their political representatives (especially important in Mozambique where the State owns the land); and introduces the concept of the separation of powers to underline the role of the judiciary as an organ that can oversee the implementation of civil laws and resolve rights based conflicts, as well as simply handling criminal cases. With the support of the Project, this important introductory session now also includes a strong treatment of the rights of women and gender equality.

The course then moves into a detailed discussion of all the main land and resources laws, and environmental law. This is followed by two 'implementation sessions, one focussing on how to use all the rights attributed by law to promote a rights-based, participatory and inclusive model of rural development in which all sides gain: communities, investors, and the State.

Three sessions of two hours are then dedicated to the question of gender and the rights of women over land in both the customary and formal contexts. The new module does not only look at how women can access formal sector laws and legal support to protect their rights, but also at the more complex issue of how to change existing norms and practices at community level. This brings in the need to work with male leaders at local level, as the guardians and implementers of traditional land management practices where the land rights of women over land are normally determined by relationships with men, as fathers, husbands, uncles and so on. The approach hinges on the idea that if underlying local norms and practices can be adjusted towards modern notions of equality and conditioned by constitutional and legal oversight, then the impact for rural women will be far greater than merely helping small numbers of women to secure individual titles or take their cases to a formal tribunal.

The three sessions are split over two days. The first one is focused on the sociological aspects of gender. It included a review of gender concepts and how that concepts are translated in

¹⁹ From 2006 to 2014 three projects were implemented: GCP/MOZ/081/NET and GCP/MOZ/096/NET financed by the Kingdom of Netherlands, and GCP/MOZ/086/NOR financed by the Kingdom of Norway. The paralegal training programme was developed through this projects, and in close collaboration with the Government counterpart and CSOs and NGOs.

reality in the daily lives of rural people; and which are the advantages of gender equality, not only for women but to the whole society. The second session is focused on assessing gender issues in rural and urban Mozambique, and how legal instruments could be used to address these issues. This session includes a review of key articles from the Constitution of the Republic of Mozambique, the Land Law, the Family Law, the Law on Domestic Violence against Women, the Penal Code among other legislation, and also some international instruments such as the Universal Declaration of Human's Rights, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa. In a straightforward way, cases of gender inequality and violations of women and children's rights are associated to the existing national and international legal remedies. Part of the discussions during these sessions was how the paralegals could use statutory law to influence and change negative and discriminatory aspects of customary law in rural communities. Finally, during the last session, practical cases brought by paralegals involving gender issues and violations of women, widows' and children's rights were discussed and legally assessed. That was also a moment in which the trainees could brainstorm about how to overcome gender issues, learning from each other's practical experiences.

The last days of the classroom sessions look at conflict resolution, beginning with extra-judicial means including mediation. Finally participants are given a grounding in the workings of courts and how to present necessary documents, with these sessions also including a local judge and prosecutor (usually from provincial level).

During the first session on conflict there is a short theatre presentation illustrating the role of a paralegal in a community about to lose its land to an investor who has not followed the correct procedures. During the theatre presentation, this paralegal also stresses that as the communities as a whole have land rights, the same apply for the women within these communities. This is performed by a local NGO theatre group in each region, following a written sketch prepared and first performed in the two pilot courses in 2005. With the Project support, this sketch was adapted to highlight that both women and men have equal rights to access and control land.

In the second week participants are divided into groups of five. Accompanied by a CFJJ trainer, each group visits a community experiencing a land or resource conflict. The groups discuss the conflict with the community, and also visit local government and other actors, including if possible the other party to the conflict. They inform the community about their legal rights and what measures they can take to resolve the problem. These include recourse to legal action if necessary, with paralegals acting as a link between the community and professional legal support, and helping communities to prepare relevant documents to present their case to the district Public Attorney or the District Judge. Using advocacy campaign materials such as posters, flyers, t-shirts and *capulanas*²⁰, the paralegals used to sensitize the communities about land rights and gender equality. Issues around widows' evictions and gender based violence emerged quite often during the field exercises. The paralegals used to then advise the communities to respect and protect women's rights bringing information about the statutory law which protects widows and orphans, highlighting the advantages of gender equality for the whole community.

²⁰Cotton printed which are women's traditional clothes in several African countries. Under the CFJJ-FAO project, special *capulanas* were designed, with messages related to gender equality and communities' land rights.

The final day is spent in group work analysing the community meetings and the results, as well as discussing the overall impact and lessons learned of the whole course. Each participant is graded 'very good', 'good' or 'satisfactory' by the CFJJ trainers, and is awarded a full CFJJ Paralegal Certificate.

For easy reference, the structure and contents of the paralegal course are presented in the above figures

ESTRUTURA E CONTEÚDO DO CURSO PARA O GUIÃO PARA FORMADORES DE PARALEGAIS

Primeira Semana

Horas	2ª. Feira	3ª. Feira	4ª. Feira	5ª. Feira	6ª. Feira
08:00 às 10:00	- Abertura. - Apresentação dos participantes e formadores. - Apresentação do Programa. - Acordo de Convivência. - Articulação para escolha das comunidades para o trabalho de campo.	- Avaliação do dia Anterior. - O Estado, Cidadão e Comunidade: o acesso ao uso dos Recursos Naturais. - O Direito dos Recursos Naturais: síntese de todas as Leis pertinentes.	- Avaliação do dia Anterior. - Cidadania Rural: Exercendo os Direitos atribuídos por Lei.	- Avaliação do dia Anterior. - O Direito dos Recursos Naturais: síntese de todas as Leis pertinentes.	- Avaliação do dia Anterior. - Direito das Mulheres e Recursos Naturais.
INTERVALO (Lanche)					
10:30 às 12:30	- O Paralegal. Seu papel no contexto do desenvolvimento e apoio às comunidades. - Vídeo: primeira parte "O curso".	- O Direito dos Recursos Naturais: síntese de todas as Leis pertinentes.	- Cidadania Rural: Exercendo os Direitos atribuídos por Lei.	- O Direito dos Recursos Naturais: síntese de todas as Leis pertinentes.	- Género: Vídeo / Exercício em grupo. - Apresentação dos trabalhos de grupo.
INTERVALO (Almoço)					
14:00 às 16:30	- O Estado, Cidadão e Comunidade: o acesso ao uso dos Recursos Naturais.	- O Direito dos Recursos Naturais: síntese de todas as Leis pertinentes.	- O Direito dos Recursos Naturais: síntese de todas as Leis pertinentes.	- Género e o Direito dos Recursos Naturais.	- Palestra: "Tribunal e PGR: O papel do Judiciário na Defesa dos Direitos do Cidadão".

ESTRUTURA E CONTEÚDO DO CURSO PARA O GUIÃO PARA FORMADORES DE PARALEGAIS

Segunda Semana

Horas	2ª. Feira	3ª. Feira	4ª. Feira	5ª. Feira	6ª. Feira
08:00 às 10:00	- Avaliação da primeira semana. - O Papel do Judiciário: como recorrer a Justiça.	- Avaliação do dia Anterior. - Questões críticas sobre as Leis do Ambiente e Floresta e Fauna Bravia.	- Avaliação do dia Anterior. - Conflito sobre os Recursos Naturais. - Garantias Jurídicas, Estratégias e Mediação.	- Prática de campo (Estudo de caso). - Reflexão em grupo sobre a prática de campo.	- Avaliação sobre a prática de campo. - Apresentação dos relatórios pelos grupos de trabalho.
INTERVALO (Lanche)					
10:15 às 12:15	- O Papel do Judiciário: como recorrer a Justiça. - Exercício em grupo. - Apresentação dos trabalhos de grupo.	- Questões críticas sobre as Leis do Ambiente e Floresta e Fauna Bravia.	- Conflito sobre os Recursos Naturais. - Garantias Jurídicas, Estratégias e Mediação.	- Prática de campo (Estudo de caso).	- Apresentação dos relatórios pelos grupos de trabalho. - Resultado da avaliação dos formandos.
INTERVALO (Almoço)					
14:00 às 16:30	- Questões críticas sobre as Leis do Ambiente e Floresta e Fauna Bravia.	- Métodos Participativos na formação e transmissão de informação. - Exercício em grupo. - Apresentação. - O uso de Instrumentos Pedagógicos.	- Teatro para Todos ou Vídeo Teatro. - Orientações para trabalho de campo.	- Elaboração do Relatório para o processo do Paralegal. - Elaboração das apresentações.	- Encerramento do Curso.